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ABSTRACT

This staff development handbook is intended to help teachers and other professionals prepare, design, and lead staff development programs for middle school educators interested in augmenting their curriculums with service. Designed to be used as a comprehensive guide to planning and delivering staff development training, the book suggests a thorough outline and numerous training strategies for planning and conducting service learning training at the middle school level. The book is written for teachers who desire to introduce and train colleagues in the service learning methodology. The book assumes that the would-be trainers have:(1) experience in planning and developing curriculum-based service projects in their own classrooms and schools and (2) little or no experience in creating and conducting staff development training. Based on these two assumptions, the book does not provide extensive background "on" service learning but rather focuses on preparing, designing, and leading staff development training "in" service learning. (LB)

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Service Learning in the Middle School Curriculum: Staff Development Handbook

by Ron Schukar and Laurel R. Singleton

L.R. Singleton

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Social Science Education Consortium
Boulder, Colorado

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Staff Development Handbook

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Contents

Acknowledgments . . . iv

Introduction

Purpose of the Book . . . 1
Staff Development and Service Learning at SSEC . . . 2
Our General Approach to Training . . . 3
Organization of the Book and Suggestions for Its Use . . . 4

Beginning the Planning Process

Getting to Know Your Audience . . . 7
Training Constraints . . . 10
Setting Goals and Objectives . . . 12
Planning an Agenda . . . 13
Follow-up Support . . . 14
Resources . . . 16

Training Activities and Strategies

1. Service Learning 101 . . . 23
2. Service Learning in Action . . . 33
3. Planning Interdisciplinary Service-Enhanced Curriculum Units . . . 55
4. Perceptions of Service Learning . . . 73
5. Service Learning Panels: Voices from the "Real World" . . . 77
6. Reflection . . . 83
7. Assessing Service-Enhanced Curriculum Units . . . 95
8. The Politics of Service Learning . . . 123
9. Implementing Service Learning . . . 131
10. Building Support for Service Learning . . . 139

Evaluating Your Staff Development Program

What and When to Evaluate . . . 145
Designing Evaluation Instruments . . . 151
Analyzing Evaluation Data . . . 152

Resources . . . 153

Appendix: Checklist for Logistical Planning . . . 159

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Acknowledgments

During the past six years, the Social Science Education Consortium designed, developed, and conducted five two- to four-week summer institutes that focused on training teams of middle school teachers to integrate service learning into middle school curricula. Initially, the training institutes were funded by the National Science Foundation. More recently, funding has been provided by the Corporation for National Service. During this six-year period, more than 200 middle school teachers and administrators from Hawaii to Maryland received training and returned to their schools to develop and implement successful service learning programs.

Service Learning in the Middle School Curriculum: Staff Development Handbook is written for teachers and other educational professionals interested in providing staff development training in service learning program development and implementation. The book provides training models, materials, and activities developed and modified by SSEC staff and consultants over the past several years.

Several people and institutions have contributed to and made the development of this book possible. First, we would like to acknowledge the National Science Foundation for helping us get involved in service learning. The NSF project staff of Stan Converse, Peter Hanson, Rosi Hauber, Susan Hyatt, Jackie Johnson, Catherine McDonald, Page Pulver, and Anne Stuart were instrumental in laying the foundation of service learning at SSEC. We also want to recognize Carol McLaren, Director of the Science Discovery program at the University of Colorado, for joining into a partnership with SSEC on this project and for her encouragement and good work.

Since 1996, the Corporation for National Service has provided support to the SSEC for its service learning training programs. We very much appreciate the generous support of the Corporation for National Service for allowing us to continue a "good thing," as well as to publish this book. We thank Lynn Parisi, Associate Director at SSEC, for work on the project and Dr. James Giese, Executive Director of SSEC, for his encouragement and support. Cindy Cook, SSEC Administrative Assistant, worked tirelessly on three training institutes and this book. Thank you, Cindy, for your professional skills and always professional approach to getting things done.

Andrae England, Judy Krak, and Pat Grimley reviewed the book before it went to press. Thank you all for your time, effort, and helpful comments. Finally, we want to thank the 200+ teachers who participated in both our NSF and Corporation for National Service funded service learning training programs. Without their participation and useful feedback on the models and training activities, this book would not have become a reality.

Ron Schukar
Laurel Singleton
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Introduction

"Ideas won't keep. Something must be done about them."
Alfred North Whitehead

Purpose of the Book

During the past several years, the Social Science Education Consortium (SSEC) conducted a series of summer institutes designed to assist teams of middle school teachers in planning and implementing interdisciplinary, service-enhanced curriculum. Always seeking to achieve maximum success, the institute staff was extremely deliberate in the preparation, design, and conduct of the institutes. In most every case, the vigilant attention paid to "best practices" in staff development succeeded in providing for positive learning experiences and sustained service-enhanced curriculum and instruction.

This staff development handbook is intended to help teachers and other professionals prepare, design, and lead staff development programs for middle school educators interested in augmenting their curriculums with service. Designed to be used as a comprehensive guide to planning and delivering staff development training, the book suggests a thorough outline and numerous training strategies for planning and conducting service learning trainings at the middle school level. For the most part, the book is written for teachers who desire to introduce and train colleagues in the service learning methodology. With this in mind, the book assumes that the would-be teacher trainers have (1) experience in planning and developing curriculum-based service projects in their own classrooms and schools and (2) little or no experience in creating and conducting staff development trainings. Based on these two assumptions, the book does not provide extensive background *on* service learning but rather focuses on preparing, designing, and leading staff development trainings *in* service learning. Those who want information about service learning are encouraged to examine the two companion pieces to this guide *Service Learning in the Middle School Curriculum: A Resource Guide*, and *Service Learning in the Middle School Curriculum: Supplement.*

Although the book is directed at teachers as trainers, the authors hope the book will also be of use to our colleagues who are professional trainers. Of particular interest to this group, we think, will be the section (**Beginning the Planning Process**) that illustrates how the training outline and strategies can be adapted to a variety of training models (i.e. half day, full day, several day trainings). As professional trainers, we must contend with numerous needs and structures. We trust that the book provides our colleagues with thoughtful approaches to a variety of training situations and, if nothing else, will help save time and energy at the preparation stage of a training.

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Staff Development and Service Learning at SSEC

The Social Science Education Consortium (SSEC) is an invitational membership organization comprised of individuals and educational institutions. The members, which currently number about 135, are comprised of leading social scientists and educators throughout the United States and Canada. The mission of the SSEC is to (1) provide leadership for social science education; (2) promote a larger role for the social sciences in education; and (3) close the gap between frontier thinking in social science and educational practice. Throughout its more than 35-year history, the SSEC has made considerable progress in opening up multidirectional channels of communication among social studies/social science educators in all areas of the educational enterprise and has stimulated sophisticated systematic consideration of educational innovations through these channels.

To accomplish its mission, the SSEC develops and conducts a variety of programs directed towards educational improvement. SSEC projects and services are conducted by a staff operating from the SSEC offices in Boulder, Colorado. The staff has expertise in the social sciences, educational research, educational administration, teacher training, and curriculum development.

Enhancement of social studies education through teacher training and staff development has been a focal point of SSEC projects since the founding of the organization in 1963. Staff regularly conduct teacher seminars and summer institutes and/or develop master teachers/teacher trainers. Additionally, workshops and consulting services are made available in a wide variety of areas. Each year, the professional training staff at the SSEC, nationally recognized for its expertise and many years of experience, provide numerous staff development programs to educators throughout the nation.

In 1993 the SSEC began its work with service learning through a grant provided by the National Science Foundation. The grant provided SSEC staff an opportunity to train teams of science and social studies teachers from school districts in the Southwestern United States to develop and implement integrated teaching units that were enhanced with a service component. During the first year, staff conducted a monthlong training institute for 40 teachers. In 1994, another 40 teachers attended a second monthlong institute. Many excellent instructional units were developed and taught during this time. Several of the science/social studies units, as well as practical information for planning and implementing service-enhanced instruction, formed the content for SSEC's *Service Learning in the Middle School Curriculum: A Resource Book.*

In 1995, excited by the many positive results that the NSF service learning projects had for students, schools, and communities, the SSEC sought funding from the Corporation for National Service, Learn and Serve America, to broaden and expand its service learning trainings. In 1996, Learn and Serve America funded the SSEC as a national training and technical assistance provider and a new series of summer workshops was begun. With a revised training agenda, SSEC conducted two-week summer institutes in 1996, 1997, and 1998 for four-person interdisciplinary teaching teams from throughout the nation. Teams attending the summer institutes developed and later implemented service-enhanced units that incorporated all or most of the core disciplines at the middle school level. Several of the units are featured in SSEC's *Service Learning in the Middle*

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School Curriculum: Supplement. In addition to the summer institutes, SSEC staff have conducted numerous service learning training workshops for schools and school districts and have made several presentations at conferences and national meetings.

Our General Approach to Training

The material found in this book has been developed and refined over a period of six years. In training well over 300 middle school educators to integrate service learning into their curriculums, our trainings are prepared, designed, and led according to the following set of criteria. This outline of our approach is intended to provide the would-be trainer with the necessary "bigger picture" of a training process and prepare the trainer for the many details of preparing, designing, and leading a training that require his/her efforts before an actual training begins.

1. **Before the concrete planning begins, learn as much about your trainees as is possible.** Have you ever sat through a training in which you thought you knew as much about the topic as the trainer? We believe (although it is often times difficult to do) that it is important to get as much information about our participants and their training-related needs as is possible. Sure, we have our agendas and we generally know what works. However, the name of the game is fine tuning so as not to waste people's time...time being the most precious of all resources for teachers. Take your time to learn as much as you can about your audience and the reasons they are with you. In the long run, this effort will pay immense dividends.

2. **Establish goals for the training.** Goals are the road maps that guide you to and help you arrive at your destination successfully. Our goals are based on what we learn about our participants and what we know from experience. They are also influenced by structural realities such as time and setting. Goals are behavioral results that one strives to attain. In setting your training goals, be sure to state your goals in terms of what you want participants to learn.

3. **Seek variety in training methods and structures.** Much like classroom instruction, there are many ways to accomplish learning goals in a training setting. We recommend selecting a variety of methods and structures to accomplish your goals. Video, lecturette, problem solving, small group discussion, role-playing, panel discussions, and participant presentations are strategies that we most often use in our trainings. Strategy selection will almost always be influenced by time, structural setting, and your personality. However, in planning a training, we believe that it is almost always best to seek a balanced blend of strategies. **Note:** We do not promote doing service in a service learning training. "What?" you say. Is it not valuable to have teachers experience service before they ask students to do service? We say no. We believe that to engage participants in a service experience just for the sake of experiencing service sends the wrong message about service learning. When we had the luxury of leading a four-week institute, we could actually develop a content-based instructional unit that had a service component supporting it. However, in most trainings, including our two-week trainings, we do not have enough time, nor do we think it necessary, to create such a unit so that participants can experience true service learning.

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4. **In any training setting, we believe that more heads are better than one.** This is a caution about establishing yourself as THE expert. You know some things or you wouldn't be doing the training. Remember, however, that new as the topic of service learning might be to your participants, they are professional educators and know some things, too. In the delivery of the training, take care to create an environment in which participants' ideas are solicited and respected. Additionally, we strongly believe that in areas where we lack specific experience, it is always good to involve those who possess the experience. In our service learning trainings, we always invite principals, students, community agency workers, attorneys, and so on to address our participants. When the need arises, we believe that those who walk the walk are best suited to talk the talk.

5. **Provide as much planning time to participants as the training structure allows.** As we previously mentioned, the scarcest of all resources for teachers is time. We believe that in almost any training setting, it is important to provide time in the agenda for participants to meet together to talk and/or start planning. Once they leave the training, many other things demand their attention. If you can provide time for people to start the planning process, it is much more likely that they will be motivated to find additional time to complete it. Too, your guidance at this stage is critical to helping participants develop confidence. Be sure to make yourself available during planning times.

6. **Evaluate, evaluate, evaluate.** When we lead two-week trainings, we evaluate the training once at the halfway point (formative) and again at the conclusion (summative). You will likely only want to do a summative evaluation. A good summative evaluation asks participants to evaluate the preparation, design, and conduct of the training. Put another way, a good evaluation assesses the set up, goals, strategies, and management of the training. Of course, the best evaluation design is wasted if you don't take the results seriously. Intend to learn from your evaluations. They can be extremely useful in helping you prepare, design, and lead a training.

7. **It should be fun.** Learning does not have to a painful experience...although often times it sure seems like it must. Make it your intention to have fun and invite your participants to join you in the intention. People who join you in your training are giving up valuable time that they could spend doing lots of other things. The more enjoyable the experience of your training is, the less they will want to be other places doing other things...some of which just might be fun.

Organization of the Book and Suggestions for Its Use

This book has three major sections following this introduction. First is "Beginning the Planning Process," which provides guidance on such steps as getting to know your audience, analyzing the constraints on your training and figuring out how to cope with them, setting goals and objectives, planning an agenda, and planning for follow-up support. The chapter ends with several sample agendas for your use in developing an agenda for your own program.

The bulk of the book is devoted to "Training Activities and Strategies." Here we provide detailed directions, including handouts, for ten training sessions we have successfully used, most several times. You can select from these activities those that meet the

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goals you have established; feel free to add to, subtract from, and generally adapt the activities to meet your needs and your own training style. While all ten activities could be used in sequence in a two-week institute or yearlong program of one-day workshops, we realize that most people will not have the luxury of so much time. Thus, we encourage you to select and adapt activities that meet your needs and those of your participants.

The third section provides tips on evaluating your staff development program. Again, we provide examples of evaluation forms we have used in evaluating our own training programs. Following this section is a starter list of resources on service learning and on planning and presenting staff development programs. An appendix provides tips for such aspects of logistical planning as selecting a location for training and preparing materials for participants.

We hope that you will have fun using the resources in this book; we certainly have fun in our service learning institutes. We also invite you to send us feedback on activities or strategies that you use in presenting service learning workshops. Send your comments to:

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Boulder, CO 80308-4270

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Beginning the Planning Process

"Change is a journey, not a blueprint."

Michael Fullan

Planning is a key to success in staff development. Planning a session often takes longer than actually conducting the session—but the time invested is both worthwhile and necessary. In this chapter, we discuss several critical aspects of planning: getting to know your audience, identifying constraints on the training, writing goals, and planning an agenda to meet your goals.

Getting to Know Your Audience

The best-planned workshop can be a disaster if it does not meet the needs of the audience. Thus, getting to know your audience is a key first step in planning. You will want to know a number of things about your participants, including the following:

- Their roles in the school. An audience that includes the entire school staff (including para professionals, cafeteria workers, etc.) has different needs than one comprised of teachers only. With a diverse audience, you will need to think clearly about the needs of each group, as well as what they have to offer during planning and implementation, as you plan your training program.
- What they teach. What subject areas are represented? What is the curriculum in each of those subject areas? Do they teach in interdisciplinary teams and, if so, are they attending the training in those teams? You can select examples and invite resource persons to the training based on what you find out about the curriculum. You can also determine how much to emphasize interdisciplinary projects based on how teaching is organized.
- Who they teach. What is the ethnic background of the students? What socio-economic levels are represented? How involved are students' parents with the schools? What are parents' concerns? Knowing about the students and their parents can help you help participants think through issues that may arise as they plan and implement service-enhanced units. For example, in a school where parents are very concerned about getting ready for college, teachers must be especially well prepared to explain how service supports learning of content.
- Why they are coming to the program. Is attendance mandatory or voluntary? Are people coming because service learning is being emphasized in their schools? Are they coming to receive some kind of credit, rather than because they are interested in the subject? Reasons for attending can affect participants' attitudes, as well as the likelihood that they will follow-through after the training. If you anticipate resistance, you can plan to overcome it.

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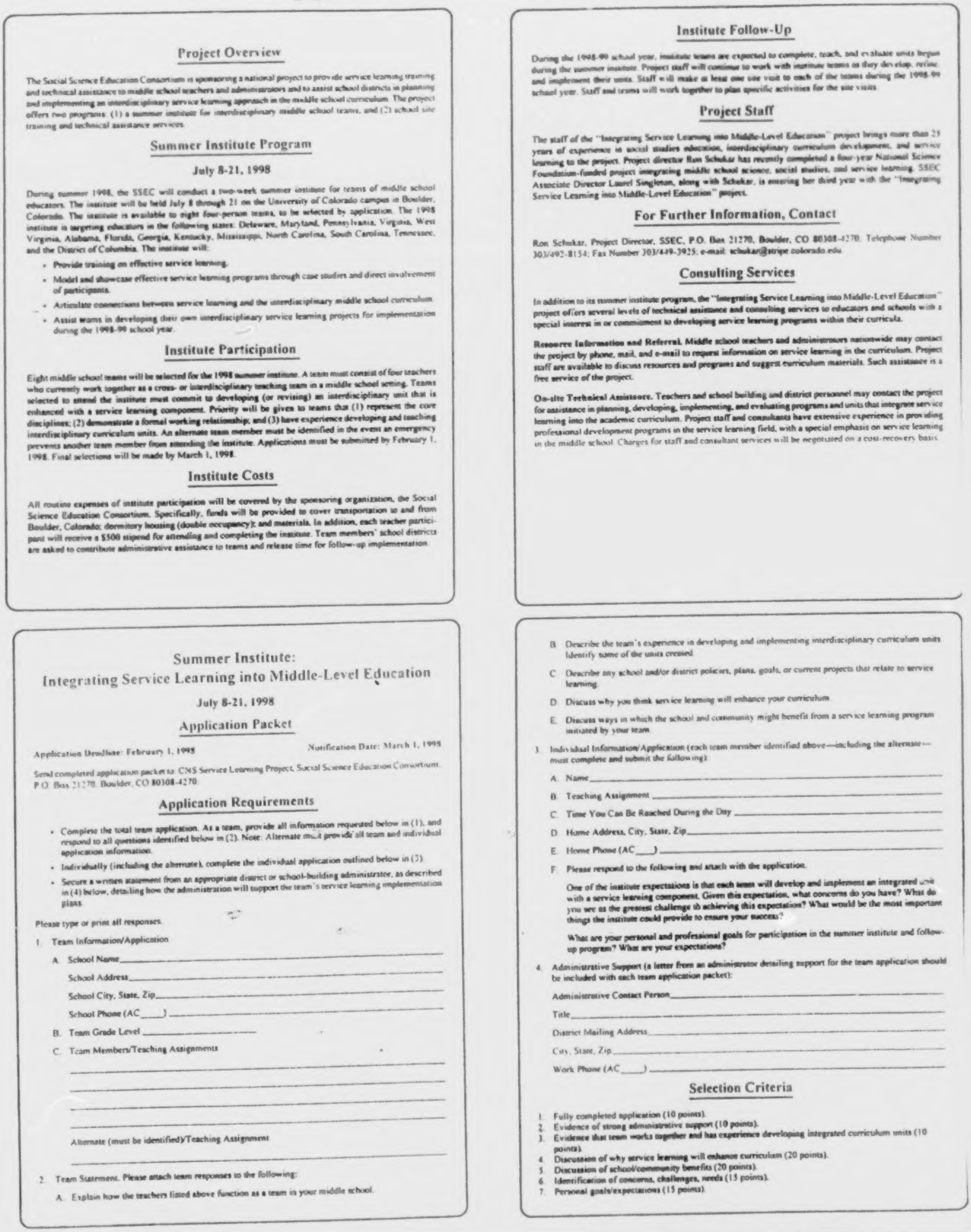
- How much they already know about service learning. Do they have experience with community service, service learning, or both? Have they received any previous training on service learning? If your program is part of a larger sequence of activities, you need to know what these other activities involve so you can be sure your program does not unnecessarily duplicate previous or upcoming experiences. You can also plan to draw on the experiences of teachers with service learning experience.
- What supports for and barriers to implementing service learning exist in the school. The philosophy of the school may be either a support or a barrier, as may other reforms being implemented. Teachers in schools that are addressing several reforms may be so overwhelmed that they do not have the energy to undertake yet another new effort unless it can be clearly linked to the other reforms on which they are working. Teachers in schools that have tried and abandoned a number of innovations may be extremely cynical about new ideas and lack the motivation to follow-through unless they are personally convinced of the benefits of the innovation.
- Their interests and concerns. What do they want to learn about service learning? What are their concerns in terms of implementing this reform? What do they hope to gain from taking part in the program you are offering? What is the best thing you could provide? Teachers, like recipients of any kind of training, are more likely to follow-through if the training responds to their needs and concerns.

Information about participants can be gathered in a number of ways. The first, and perhaps most obvious way, is to ask the participants directly. If participants are completing and returning registration forms to you or a training coordinator, for example, you can ask for some of this information on the form. At SSEC, selection for our two-week summer institutes on service learning is competitive. Thus, on the application form, we ask for information that helps us identify not only which teams will benefit most from the institute but also specific needs of the teams. In addition, we try to be as clear as possible about our goals for the institute so that those whose needs are not compatible with ours can decide early on that this program is not for them. (See Figure 1.)

You can also design a needs assessment survey to be sent to participants before the training program begins. This approach has a few potential downfalls but can also generate very useful information. First, some teachers simply will not return a survey of this type; your chances of a high return rate are better if teachers have choices about how they return their responses (e-mail, fax, or mail) and you make returning the survey as easy as possible (by including a stamped self-addressed envelope). Second, teachers occasionally resent having to read and return information prior to a training program; even though your intentions are positive, they see such requests as a lack of respect for their time. Keep the survey as short as possible, focusing only on what is essential and which you will use in planning the session.

Perhaps most seriously, a needs assessment sometimes raises participants' expectations to unreasonable levels. A teacher may express a need that you simply cannot address because it is beyond the scope of your training, requires more time or resources than you have been provided, and the like. Also, teachers may express conflicting needs ("I need to start with the basics" versus "I've had one week of training so I know the ba-

Figure 1.
SSEC Application and Needs Assessment



Project Overview

The Social Science Education Consortium is sponsoring a national project to provide service learning training and technical assistance to middle school teachers and administrators and to assist school districts in planning and implementing an interdisciplinary service learning approach in the middle school curriculum. The project offers two programs: (1) a summer institute for interdisciplinary middle school teams, and (2) school site training and technical assistance services.

Summer Institute Program

July 8-21, 1998

During summer 1998, the SSEC will conduct a two-week summer institute for teams of middle school educators. The institute will be held July 8 through 21 on the University of Colorado campus in Boulder, Colorado. The institute is available to eight four-person teams, to be selected by application. The 1998 institute is targeting educators in the following states: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and the District of Columbia. The institute will:

- Provide training on effective service learning.
- Model and showcase effective service learning programs through case studies and direct involvement of participants.
- Articulate connections between service learning and the interdisciplinary middle school curriculum.
- Assist teams in developing their own interdisciplinary service learning projects for implementation during the 1998-99 school year.

Institute Participation

Eight middle school teams will be selected for the 1998 summer institute. A team must consist of four teachers who currently work together as a cross- or interdisciplinary teaching team in a middle school setting. Teams selected to attend the institute must commit to developing (or revising) an interdisciplinary unit that is enhanced with a service learning component. Priority will be given to teams that (1) represent the core disciplines; (2) demonstrate a formal working relationship; and (3) have experience developing and teaching interdisciplinary curriculum units. An alternate team member must be identified in the event an emergency prevents another team member from attending the institute. Applications must be submitted by February 1, 1998. Final selections will be made by March 1, 1998.

Institute Costs

All routine expenses of institute participation will be covered by the sponsoring organization, the Social Science Education Consortium. Specifically, funds will be provided to cover transportation to and from Boulder, Colorado; dormitory housing (double occupancy); and materials. In addition, each teacher participant will receive a $500 stipend for attending and completing the institute. Team members' school districts are asked to contribute administrative assistance to teams and release time for follow-up implementation.

Institute Follow-Up

During the 1998-99 school year, institute teams are expected to complete, teach, and evaluate units begun during the summer institute. Project staff will continue to work with institute teams as they develop, refine, and implement their units. Staff will make at least one site visit to each of the teams during the 1998-99 school year. Staff and teams will work together to plan specific activities for the site visits.

Project Staff

The staff of the "Integrating Service Learning into Middle-Level Education" project brings more than 25 years of experience in social studies education, interdisciplinary curriculum development, and service learning to the project. Project director Ron Schukar has recently completed a four-year National Science Foundation-funded project integrating middle school science, social studies, and service learning. SSEC Associate Director Laurel Singleton, along with Schukar, is entering her third year with the "Integrating Service Learning into Middle-Level Education" project.

For Further Information, Contact

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Consulting Services

In addition to its summer institute program, the "Integrating Service Learning into Middle-Level Education" project offers several levels of technical assistance and consulting services to educators and schools with a special interest in or commitment to developing service learning programs within their curricula.

Resource Information and Referral. Middle school teachers and administrators nationwide may contact the project by phone, mail, and e-mail to request information on service learning in the curriculum. Project staff are available to discuss resources and programs and suggest curriculum materials. Such assistance is a free service of the project.

On-site Technical Assistance. Teachers and school building and district personnel may contact the project for assistance in planning, developing, implementing, and evaluating programs and units that integrate service learning into the academic curriculum. Project staff and consultants have extensive experience in providing professional development programs in the service learning field, with a special emphasis on service learning in the middle school. Charges for staff and consultant services will be negotiated on a cost-recovery basis.

Summer Institute:
Integrating Service Learning into Middle-Level Education

July 8-21, 1998

Application Packet

Application Deadline: February 1, 1998
Notification Date: March 1, 1998

Send completed application packet to: CNS Service Learning Project, Social Science Education Consortium, P.O. Box 21270, Boulder, CO 80308-4270

Application Requirements

- Complete the total team application. As a team, provide all information requested below in (1), and respond to all questions identified below in (2). Note: Alternate must provide all team and individual application information.
- Individually (including the alternate), complete the individual application outlined below in (3).
- Secure a written statement from an appropriate district or school-building administrator, as described in (4) below, detailing how the administration will support the team's service learning implementation plans.

Please type or print all responses.

1. Team Information/Application
   A. School Name____________________
      School Address____________________
      School City, State, Zip____________________
      School Phone (AC____) ____________________
   B. Team Grade Level ____________
   C. Team Members/Teaching Assignments
      ____
      ____
      ____
      ____
      Alternate (must be identified)/Teaching Assignment
      ____
2. Team Statement. Please attach team responses to the following:
   A. Explain how the teachers listed above function as a team in your middle school.
   B. Describe the team's experience in developing and implementing interdisciplinary curriculum units. Identify some of the units created.
   C. Describe any school and/or district policies, plans, goals, or current projects that relate to service learning.
   D. Discuss why you think service learning will enhance your curriculum.
   E. Discuss ways in which the school and community might benefit from a service learning program initiated by your team.
3. Individual Information/Application (each team member identified above—including the alternate—must complete and submit the following):
   A. Name____________________
   B. Teaching Assignment ____________________
   C. Time You Can Be Reached During the Day ____________________
   D. Home Address, City, State, Zip____________________
   E. Home Phone (AC____) ____________________
   F. Please respond to the following and attach with the application.

      One of the institute expectations is that each team will develop and implement an integrated unit with a service learning component. Given this expectation, what concerns do you have? What do you see as the greatest challenge to achieving this expectation? What would be the most important things the institute could provide to ensure your success?

      What are your personal and professional goals for participation in the summer institute and follow-up program? What are your expectations?
4. Administrative Support (a letter from an administrator detailing support for the team application should be included with each team application packet):

   Administrative Contact Person____________________
   Title____________________
   District Mailing Address____________________
   City, State, Zip ____________________
   Work Phone (AC____) ____________________

Selection Criteria

1. Fully completed application (10 points).
2. Evidence of strong administrative support (10 points).
3. Evidence that team works together and has experience developing integrated curriculum units (10 points).
4. Discussion of why service learning will enhance curriculum (20 points).
5. Discussion of school/community benefits (20 points).
6. Identification of concerns, challenges, needs (15 points).
7. Personal goals/expectations (15 points).

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sics and am ready to move on to detailed planning"). Concurrent sessions, inviting more experienced/knowledgeable participants to participate as mentors, and other strategies can be used to address conflicting needs, but sometimes it is simply impossible to address conflicting needs.

One way to avoid problems with unreasonable expectations is to begin your survey with a statement of the training's overall purpose followed by a caveat regarding how you may be able address needs expressed by participants. In addition, use of forced-choice questions can limit the topics on which participants request assistance. However, open-ended questions can also be useful in tapping into participants' thinking. Figure 2 provides an example needs assessment survey that contains both types of questions.

If an administrator or lead teacher is coordinating the training program, you can also ask them relevant questions about the participants and their teaching situations. If there is no coordinator for the training, an administrator or counselor at the school(s) from which participants are drawn is still a good source. For a relatively brief training program, a ten-minute telephone call may generate adequate information. For a more intensive program, you might try to arrange a meeting outside school where you can have the person's undivided attention for 30 to 45 minutes (you might suggest a breakfast, lunch, or coffee meeting).

If you are going to encourage or require participants to create a plan for a service learning project, you may want to suggest that they come to the program with some data about the community problems in which students are interested. You could make such a suggestion at the same time that you send out the teacher needs assessment and provide examples of questions useful in assessing students' interests. Depending on the age and ability of the students, questions can be open-ended (List three problems in our community and circle the one you would most like to work on) or forced-choice (Below are three problems in our community. Put yes in front of the ones you would like to work on and no in front of the ones you would not want to work on).

Again, if you are planning to have participants create a plan for a service learning project, you may need to advise them to bring resources to training that reflect their curriculum—textbooks, curriculum guides, standards and benchmarks, and so on. Access to these resources during planning time will help teams strengthen the links betwen their service project and the curriculum.

Training Constraints

Another precursor to planning your goals and agenda is identifying constraints on the program. Some constraints may emerge from the needs assessment. For example, imagine that you learn that the school for which you are presenting a three-day workshop tried to implement interdisciplinary teams two years ago but experienced resistance and a range of resulting problems and abandoned this reform. You are unlikely to have success encouraging teachers to create interdisciplinary service-enhanced units.

However, other constraints are more logistical in nature. One of the major constraints is time. How long will you have to work with teachers? Will there be resources to provide for follow-up, such as ongoing technical assistance from you or time for teach-

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Figure 2.
Sample Needs Assessment Survey

I am excited that you will be participating in the "Service Learning in the Middle School" workshop on March 9-10. The purposes of the workshop are to define service learning and introduce a process for implementing service learning in your curriculum. To plan a workshop that will be as useful as possible, I am gathering some information about your teaching situation and common needs of group members. Please complete the survey and return it to me by fax, e-mail, or regular mail.

Name____________________________ School____________________________

Grade Taught________________________ Subject Area________________________

Curriculum Focus (e.g., U.S. history, geography, earth science)____________________

Do you team teach?_______ Will you attend training with your team?________

Have you involved students in community service or service learning? If so, please describe what you did.

Have you previously received training in service learning? If so, please describe the focus of the training.

The following are some topics that could be covered in our two-day workshop. Please rank them from 1 to 5 in order of importance to you.

____ Defining Service Learning
____ Benefits of Service Learning (with research support)
____ A Process for Planning Interdisciplinary Service-Enhanced Units
____ Assessing Service-Enhanced Units
____ Liability and Service Learning

How important would each of the following outcomes be to you?

1= Very important 2 = Somewhat important 3=Not important

____ Learning what service learning is and what its benefits are so I can make an informed decison about implementing service in my curriculum.
____ Gaining the skills needed to plan and implement a service learning project.
____ Having time to plan a service-enhanced interdisciplinary unit with my team.
____ Gathering resources and contacts I can use in planning and implementing a service learning project.

What is your greatest concern in implementing service learning? How could this workshop help address this concern?

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ers to meet and problem solve among themselves? Answers to such questions will be critical in determining what goals you will be able to achieve.

The number of people who will be present at a training is also an important issue, particularly in terms of selecting and structuring activities. Managing small-group work may be more difficult in larger trainings. If you are the only facilitator, you may not be able to provide individualized feedback and coaching to all members of a large group; thus, you may need to plan for and provide mechanisms for participants to coach each other. Too often in education, we are loath to ask the hard questions: Why are you doing this? Will you meet that purpose? Have you thought about ___? Developing a sense of collegiality in which participants act as "critical friends," providing support but also asking the hard questions about implementation plans, can result in much better long-term results.

The physical setting in which you are presenting the workshop may also be a constraint. Will there be room for break-out sessions? Will the room be amenable to small-group work? Will needed resources be easy to access? Will there be computer labs available? If teachers are being required to attend, will the physical setting encourage a positive attitude or add to their negative feelings about the workshop? In our experience, simply asking someone about the room is often not enough; seeing the room and its accoutrements can avoid any last-minute surprises that doom particular activities to failure.

Setting Goals and Objectives

Setting powerful but attainable goals that meet the audience's needs is the next step in planning a successful staff development program. Think first about the overall goal or outcome you wish to achieve as a result of your workshop. Decide whether that goal is attainable, revise it as necessary, and then develop specific objectives that will move participants toward achievement of your overall goal.

For example, you have two hours to conduct an inservice for the staff of a single middle school. You decide that a reasonable overall goal is to make the audience aware of what service learning is and what its benefits are and to enable them to seek additional training on implementation. You develop the following more specific objectives to help you reach the goal:

- Participants will be able to differentiate between service learning, community service, and volunteerism.
- Participants will be able to list positive benefits of service learning to students, teachers, schools, and communities.
- Participants will be able to describe how one interdisciplinary teaching team enhanced their curriculum with service.
- Participants will know sources of additional help in developing a service-enhanced integrated unit.

With more time for the training, you can, of course, develop more ambitious goals and objectives. For example, for a two-day workshop, your overall goals might be to

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convince the audience of the benefits of service learning, make them aware of the issues involved in planning and implementing a service learning project, and get them started on the initial steps of planning a service learning project. Your specific objectives are as follows:

- Participants will be able to differentiate between service learning, community service, and volunteerism.
- Participants will be able to list positive benefits of service learning to students, teachers, schools, and communities.
- Participants will be able to describe how several interdisciplinary teaching teams enhanced their curriculum with service.
- Participants will recognize concerns that various stakeholders (parents, other teachers, students, administrators, etc.) have and will develop strategies for addressing those concerns.
- Participants will understand the issues in working with a service site and have a plan for contacting relevant sites.
- Participants will be able to adapt a process for developing service-enhanced units to meet their own planning needs.
- Participants will have completed the first steps in the adapted planning process.

If you have difficulty generating objectives, you may want to look through the training activities in this book. The objectives for these training activities highlight some of the important knowledge and skills teachers need in order to plan and implement service-enhanced units.

As you plan your agenda, you can constantly refer to your goals and objectives, making sure that each activity you plan contributes to achieving those objectives.

Planning an Agenda

The activities that comprise your agenda should generally flow directly from your goals and objectives, although there are also certain kinds of introductory activities that should be included in every workshop. You should introduce yourself briefly but in a way that helps participants understand who you are—your passions and interests. You should also plan some kind of get-acquainted activity if all of the participants do not already know each other. You should also share your expectations for the program with participants and help the group develop norms.

Three kinds of activities will make up the bulk of your agenda: (1) content presentation, (2) small-group work to process content presented, and (3) work time to plan for implementation. The third item is often the most neglected, but **planning time is absolutely crucial if you really want teachers to do something as a result of their participation in your program**. In planning your agenda, allow for slippage—activities often take longer than we as trainers think they will. If you don't allow extra time for slippage, you may sacrifice planning time when other activities run over schedule.

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Planning a good agenda involves careful balancing of these three kinds of activities. Peggy Sharp, who has conducted numerous workshops and classes for teachers, surveyed hundreds of teachers regarding their activity preferences. She found that teachers like:

- Active involvement/interaction.
- A balance between group participation and presentation of information.
- Demonstration of ideas, strategies, and materials with classroom applicability.
- Variety.
- Appropriate amount of sharing among participants (Sharp 1993).

Effectively mixing small- and large-group activities can provide the interaction and variety that participants value. According to Garmston and Wellmann (1992), small-group activities offer a number of advantages. They provide for involvement of a greater number of participants in a low-risk manner. They also provide participants an opportunity to learn from peers and get feedback on their ideas from other teachers. They also provide the diversity of views essential for successful problem solving. Large-group activities, on the other hand, provide an efficient way to present information and an opportunity for the entire group to benefit from the ideas generated in small groups. The right balance for you also depends on your own style and comfort with various kinds of activities.

This book presents a number of training activities that can be adapted for your use in planning a training agenda. Attached are sample agendas you may find useful. In developing your agenda, you may want to employ an idea suggested by Garmston and Wellmann—development of public and private agendas. The public agenda, which is shared with the group, is general enough to let you make adjustments in response to expressed needs or events that occur during the program. The private agenda, which is your working agenda, is much more detailed, providing your blueprint for presenting the workshop. Some experienced workshoppers create multi-columned private agendas that provide detailed information on time, materials, and preparation needed for individual components of activities (see Figure 3 for example). Planning for as many details as possible will give you confidence as you begin your program.

Figures 4 through 7 at the end of this chapter present agendas for several training programs of varying lengths. Studying these agendas may give you some ideas for how you might combine activities from this book with your own experience to create an agenda for a successful workshop.

Follow-Up Support

If you have ever attended or presented a staff development program, you know that participants often leave with a high degree of excitement and enthusiasm for whatever was presented in the program. When they return to their classrooms, however, the everyday demands of teaching (not to mention their personal lives!) often prevent them for doing as much with what they learned at the staff development program as they sincerely want to do. Even when teachers do implement ideas learned in staff development, the

20

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Figure 3.
Detailed "Private" Agenda-Planning Form

Topic/Activity	Time	Materials	Preparation
Service Learning 101	45 min.	Overhead, projector, "All the Difference" and "Making the Case for Service-Learning" videos, VCR	Cue videos to appropriate spots.
Resources and Questions	15 min.	48 index cards	Go over instructions
We Did It! Successful Service Projects	90 min.	Check with teams presenting to see what materials they need	Contact TJMS and LMS teams re presenting
etc.			

problems or pitfalls that can accompany trying new ideas can discourage them from continuing with the "innovation."

Thus, staff developers who present one-time programs—even substantial programs that treat a topic in depth—are often disappointed with the lack of major changes in teachers' programs. Providing for follow-up support can greatly enhance the chances for change—and make teachers' work easier and more rewarding.

Providing follow-up support can require time and—depending on circumstances—money. Consequently, you will need to develop a follow-up plan that matches the resources available. Many options for providing follow-up exist; some examples are:

- Periodic telephone calls or e-mails to encourage teachers as they plan for and implement service-enhanced units.
- A listserve or electronic bulletin board through which facilitators and participants share ideas, solve problems together, and generally support the work of implementation.
- One or more follow-up workshops in which teachers share rewards and challenges and problem-solve as a group.
- Site visits by the facilitator to the schools where participants work to meet with teachers and help solve problems, meet with administrators or others to develop support for service learning, observe service projects, and the like.
- An ongoing study group in which a small group of teachers meet regularly to problem solve, learn more about service, and plan for additional projects or outreach activities.

Other options also exist; participants in your program may have ideas that would work especially well for them. As you plan and conduct your service learning staff development program, we encourage you to think about and plan for follow-up as a vital part of helping teachers bring the benefits of service to their students, schools, and communities.

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Resources

Garmston, Robert J., and Bruce M. Wellmann, *How to Make Presentations that Teach and Transform* (Alexandria, VA: Association for Supervision and Curriculum Development, 1992).

Sharp, Peggy A., *Sharing Your Good Ideas: A Workshop Facilitator's Handbook* (Portsmouth, NH: Heinemann, 1993).

Stacey, Kathleen, Dale Rice, Kathy Hurst, and Carmela Langley, *Academic Service Learning: K-12 Training Manual* (Ypsilanti, MI: Eastern Michigan University, 1997).

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Figure 4.
Two-Hour Service Learning Awareness Workshop

1:15 p.m.	Introductions, Agenda Review, Goals
1:30	What Is Service Learning? Small-group brainstorm around terms *community, service, and learning*; presentation of definitions of community service and service learning and benefits of each
2:00	Protecting the Environment Presentation of service-enhanced unit four-teacher team developed and taught; student work highlighted through video and displays
2:45	Team Planning/Brainstorms Interdisciplinary teams meet and brainstorm ideas for ways in which they could enhance the curriculum with service
3:10	Action Planning Facilitator asks each participant to commit to taking one step as follow-up; teams complete action planning form together

Figure 5.
Service Learning 101: A Six-Hour Workshop

I. Introduction
  Workshop goals and intentions; participant introductions

II. Community Service and Service Learning: What Is the Difference?
  Small groups develop definitions based on examples; large-group debrief

III. School-Based Service Learning: Some Examples
  Jigsaw activity on three exemplary projects

IV. Perceptions of Service Learning
  Role play on benefits and costs from perspective of students, teachers, administrators, and community agencies

V: Planning a School-Based Service Learning Program
  Power Point presentation introducing a planning model

VI. Planning Time

VII. Evaluation

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Figure 6.
Windows to the World:
A Two-Day Service Learning Workshop

Day One

8:30 a.m.	Participant Introduction and Service-Learning Continuum Activity
9:00	Workshop Goals/Agenda Review
9:15	Service Learning 101 About Community Service–Sara's Story About Service Learning–The Kids' Guide to Hunger Definitions and Distinctions
10:00	Resource/Questions Card Activity What do I know about service learning that I can offer to others? What questions do I need to have answered?
10:30	Perspectives on Service Learning Role play representing various perspectives, followed by discussion
1:00	Service Learning from a Student's Perspective: Panel
2:15	Planning a Service-Enhanced Curriculum Project Groups made up of novices and those experienced with service learning generate grade level/subject-specific service ideas Facilitator presents example units and a process for planning
3:30	Planning Time

Day Two

9:00	Reflection Strategies Teachers analyze several case studies and plan effective ways of encouraging reflection for each case study
10:00	Service Learning from the Community Agency Perspective: Panel
11:00	Assessing Service-Enhanced Projects Teachers analyze assessment tools and are introduced to a process for planning for assessment
1:30	Discussion of Questions Generated on Day One
2:30	Implementing and Building Support for School-Based Service Learning Large-group problem-solving scenario
3:30	Next Steps: Small-Group Planning Sessions
5:00	Workshop Evaluation and Wrap-up

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Figure 7.
Agenda for Two-Week Service Learning Institute

Day One

6:00 p.m.	Welcome Reception/Participant Introductions

Day Two

9:00 a.m.	Institute Welcome, Agenda Review, and Expectations
10:00 a.m.	Service Learning 101 About Community Service—Sara's Story About Service Learning—The Kids' Guide to Hunger Definitions and Examples
1:30 p.m.	Community Scavenger Hunt Team-Building Activity in Which Participants Explore the Community and Find Evidence of Service

Day Three

9:00 a.m.	Model Unit Demonstrations by Teachers Experienced with Service Learning
1:30 p.m.	Team Planning Session Experienced teachers consult with participants regarding their initial thinking about possible projects

Day Four

9:00 a.m.	External Funding—Secrets of Our Success Experienced teachers present strategies and tools for obtaining funding
11:00 a.m.	Service Learning from a Student's Perspective: Panel
1:30 p.m.	Interdisciplinary Service-Enhanced Curriculum Planning Interactive session introducing levels of integration and a process for planning service-enhanced integrated units

Day Five

9:00 a.m.	The Trouble with Service Learning Role play and problem-solving exercise looking at the perspectives of students, other teachers, administrators, parents, and community agencies

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10:30 a.m.	Service Learning from an Administrative Perspective: Panel
1:00 p.m.	Service Learning and Liability Issues Presentation by a school district lawyer
3:00 p.m.	Mid-Institute Evaluation

Day Six

9:00 a.m.	Team Planning

Day Seven

9:00 a.m.	Service Learning from a Community Agency Perspective: Panel
10:30 a.m.	Service Learning Reflection Strategies Teachers analyze several case studies and plan effective ways of encouraging reflection for each case study
1:30 p.m.	Team Planning

Day Eight

9:00 a.m.	Evaluating Service Learning Projects Interactive session introducing principles of sound assessment and familiarizing teachers with a process for assessment planning
1:30 p.m.	Team Planning

Day Nine

9:00 a.m.	The Politics of Service Learning: Reading and Discussion
10:30 a.m.	Implementing and Building Support for Service Learning Large-group Problem-Solving Scenario
1:30 p.m.	Service Learning: A National Perspective Presentation by Representative of Corporation for National Service
3:00	Team Planning

Day Ten

9:00 a.m.	Team Presentations and Feedback
2:00 p.m.	Institute Evaluation/Next Steps

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Training Activities and Strategies

1. Service Learning 101

> "I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living—the very purpose of life and not something you do in your spare time or after you have reached your personal goals."
>
> Marian Wright Edelman

Background Notes

Although service learning is widely practiced in schools and written about in professional education journals and other print media, we find that many teachers are still confused about the difference between school-based community service and service learning. Rarely do we do a training that does not begin with an exploration of the differences between the two. Needing to have everyone working from a common understanding, we often begin our training with Service Learning 101. Before you proceed with this training session, it is important that you be able to clearly differentiate between community service and service learning. If you have questions about the differences, please refer to Handouts 1 and 2 that are provided for this training session.

Conducting the Activity

Training Goals: Participants should be able to (1) understand the difference between community service and service learning in schools, (2) recognize that volunteerism, community service, and service learning in schools have evolved, one from the other, (3) appreciate that both community service and service learning provide young people valuable opportunities to serve their communities, and (4) understand that your training is about service learning.

Suggested Time: 1-1/2 hours

Materials Needed: Copies of Handouts 1-3 for all participants; overheads made from Transparency Masters 1 and 2; overhead projector; videotape, *All The Difference* (available from NYLC, 1910 W. County Road B, St. Paul MN 55113, Phone 612-631-3672); videotape, *Making the Case for Service Learning* (Available from NYLC); VCR and monitor

Preparation: Make necessary handouts. If you have access to a copy machine that allows you to make transparencies, make one each from Handouts 1 and 2. If this is the first topic on your training agenda and you have not had an opportunity for the group to introduce themselves to one another, we encourage you to provide some means for the participants to begin to get to know one another. There are numerous ways to accomplish this task. Some are simple, such as going around the room and having everyone introduce themselves, while others are more complex, such as paired interviews and

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partner introductions. Do not forget to introduce yourself and tell the group how you came to get involved in service learning and training.

Training Agenda:

1. If participants do not know one another, provide for some type of warm-up or "ice breaker" activity that minimally allows for each person to introduce themselves to the rest of the group.

2. Begin the training by placing the transparency made from Transparency Master 1 on the overhead projector. Explain to participants that they are seeing a picture of a young woman whose name is Sara. Tell them that the picture shows Sara working with some Head Start Program students. Sara works at Head Start a few hours each week as a requirement for her school's National Honor Society, of which she is a member. In order to remain a member in good standing, Sara must perform 30 hours of service each semester. Once she has accumulated the 30 hours and has her sponsor's signature affixed to her service hours checklist, she will have completed her requirement. Tell participants that Sara's service is a good example of what is known in schools as community service.

3. Show the video *All the Difference*. Before the showing, tell participants that the video generally focuses on community service activities although it does allude to service learning.

4. After participants have seen the video, provide each with a copy of Handout 1. Review the eight points noted on the handout. Tell participants that school-based community service is rooted in volunteerism. Also tell them that many schools and teachers today are engaged in providing community service experiences for their students. Finally, tell them that school-based community service meets real needs in communities and is recognized as a very worthwhile student activity.

5. Next, place the transparency made from Transparency Master 2 on the overhead projector. Introduce the student pictured as Josh. Tell participants that Josh is working in a local food bank and that he is getting ready to repackage onions for distribution to food bank clients. Explain that, in his middle school, Josh and his classmates are involved in an interdisciplinary unit of study in which they are learning about food and hunger issues around the world. Further explain that as part of their unit of study, the students provide service at the local food bank. The service helps meet needs at the food bank, which relies on volunteers, and helps make the study of food and hunger issues half way around the world more relevant and meaningful. Tell participants that when a service experience is directly connected to and enhances the curriculum, it is called service learning. Also indicate that, unlike the community service experience, students involved in a service learning experience are provided opportunities to discuss and reflect on the experience. Finally, explain that service learning developed out of the community service experience and that, like community service, it is a teaching methodology.

6. Show the video *Making the Case for Service Learning*.

7. After the video, provide each participant with a copy of Handout 2. Review the eight points and answer any questions that participants might have about community service and/or service learning.

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8. Provide each participant with a copy of Handout 3. Ask participants to read the information on the two-page handout before the start of the next training session.

Note: If you have good examples of community service and/or service learning programs, please feel free to use them as examples instead of the Sara and Josh scenarios. If you use your own examples, you are likely to provide more complete information.

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Transparency Master 2

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Community Service Is ...

- providing service for credit or to meet a graduation requirement

◆ ◆ ◆ ◆ ◆

Community service is...

- done independently, with the community agency "signing off" on the student's time.
- not linked to the curriculum.
- a free-standing activity with little classroom preparation or debriefing/reflection.

◆ ◆ ◆ ◆ ◆

Community service can ...

- foster social idealism and responsibility.
- provide links to other cultures/peoples.
- develop citizenship skills.
- build habits of the heart—family and community traditions of participation that sustain a person, a community, and a nation.

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Service Learning Is ...

- a teaching method that combines academic content with direct service experiences.

◆ ◆ ◆ ◆ ◆

Service learning...

- links academic content with the service experience, thereby extending student learning beyond the classroom and into the community.
- involves extensive preplanning.
- provides students with structured time to think, talk, and write about what they did and saw during the service experience (reflection).

◆ ◆ ◆ ◆ ◆

While providing the benefits of community service, service learning can also...

- strengthen and reinforce classroom learning by demonstrating its application to "real-world" problems.
- help develop quality relationships between teacher and students.
- address many key education reform objectives (e.g., performance-based assessment, active learning).
- form beneficial school/community partnerships.

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Service Learning: Experiences and Observations

The participants in a workshop titled "Service Learning in the Middle School Curriculum" generated the following questions about school-based service. Many other teachers share these concerns.

What is the difference between school-based community service and service learning?

Community service generally refers to the performance of service as a means of fulfilling some type of educational requirement. For example, a student might be required to complete 60 hours of service in order to graduate from high school. The student chooses a service project and accounts for the number of hours spent providing the service. In most cases, little or no opportunity is provided for the student to reflect upon the service experience; seldom is any direct link made to the student's course of study.

Service learning, on the other hand, refers to a service experience that is integral to a curriculum. For example, students enrolled in a world affairs class may study food and hunger problems in underdeveloped nations. As a service project, students might work in a community food bank as a means for understanding food and hunger problems in the local community and for doing something about the problems. Service learning is an instructional strategy planned, implemented, and evaluated much like any other teaching strategy.

Is service learning better or more appropriate than community service?

Service learning is the next generation of community service. While both stress the importance of student action on behalf of community issues and problems, service learning, because it is embedded in the curriculum, is proving to be a much more powerful learning experience. Given its curriculum ties, service learning is a more complex enterprise for teachers; for many teachers and schools, community service is the precursor to service learning.

How important is student reflection to the success of a service learning activity?

All good teachers understand the importance of concluding experiential instruction with debriefing opportunities. Service learning is no exception. Student reflection—whether written, oral, individual, or group—is extremely important to this form of instruction. Student reflection is one of the major differences between school-based community service and service learning.

What benefits of service learning do teachers describe?

Many! Most teachers talk about how service learning helps students develop an ethic of service, citizenship skills, and social participation skills. Many speak of student moti-

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vation in the classroom and the development of planning, decision-making, and problem-solving skills. And, of course, teachers almost always mention how service brings the curriculum alive and connects students to the real world. In addition, we have often observed that service learning projects connect students with community leaders, business people, and even their parents in new and positive ways. Service learning does much to reverse negative perceptions about youth and schools.

What problems do most teachers identify in planning and implementing a service learning project?

Time and logistical planning are the problems most often suggested by teachers. Planning and implementing a service learning project takes time. However, like all new teaching strategies, service learning becomes easier with experience, and the amount of time required is reduced.

Logistical planning is related to time. Good service learning projects require a significant amount of planning. Community contacts must be made, transportation arranged, teacher colleagues informed, parents informed, volunteer chaperons recruited, and so on. All of this must be done in concert with a full day of teaching and generally with little access to a telephone during the day.

Planning and implementing a service learning project require a huge commitment from teachers (as well as student commitment and "buy-in"). However, most of the teachers we have worked with say that the benefits of service learning far outweigh the costs.

My principal believes that community service is too controversial and will not support it in our building. Do you know of problems with community service?

We know that some people do not support community service. One problem stems from not understanding the difference between school-based community service and court-adjudicated community service. Of course, the difference is vast. Sometimes, controversy evaporates with communication and clarification.

Another problem relates to the perception held by some that community service is a form of indentured servitude. This is to say that some parents believe their sons or daughters are being used against their will to do work that they might not want to do. Because community service is most times required or mandated, parents further resent what appears to be a lack of choice.

In our experience, little or no controversy surrounds *service learning*. However, we recommend that alternative activities be made available to students who might not want to participate in the service experience for personal reasons.

How can schools best work with community agencies in identifying of service activities and placing students?

We have learned that it is extremely important for schools to approach community agencies as full partners in a service learning project. The community partner must be

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involved in the planning and evaluation of the project, not just in its implementation. In our experience, projects that have chosen this philosophical path are likely to be most successful and enduring.

How do you assess the future of service learning?

Interest in service learning as an instructional strategy is growing among teachers and in schools and school districts throughout the nation. Much of this momentum results from funding for school-based service learning made to states from the Corporation for National Service. In addition, the fact that many national and local foundations and corporations, as well as the U.S. Department of Education, are carefully evaluating the merits of service learning in consideration of future financial support, increases its visibility and supports its integrity. We believe that service learning's future is bright.

What readings and resources do you recommend?

Cairn, Rich Willits, with James C. Kielsmeier, eds., *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum* (Roseville, MN: National Youth Leadership Council, 1991).

"Community Service Learning," special issue of *Theory Into Practice* (Summer 1997).

Schukar, Ron, Jacquelyn Johnson, and Laurel R. Singleton, *Service Learning in the Middle School Curriculum: A Resource Book* (Boulder, CO: Social Science Education Consortium, 1996).

"Service Learning," special section of *Phi Delta Kappan* (May 1996).

Wade, Rahima C., and David Warren Saxe, "Community Service-Learning in the Social Studies: Historical Roots, Empirical Evidence, Critical Issues," *Theory and Research in Social Education* (Fall 1996), pp. 331-359.

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2. Service Learning in Action

> "The most valuable part of the whole institute was having the two teams of teachers who have implemented service learning—their presentations and the time they spent with us as teams were invaluable. And the fact that one team's project was pretty much perfection and the other had several disasters but still felt successful was a good lesson for us. Even if things don't run as smoothly as we'd like, kids will benefit."
>
> D.V., teacher in SSEC service learning institute

Background Notes

Hearing about the benefits of service learning in the abstract, whether from self-styled gurus, researchers, or staff developers with the best of intentions but little concrete experience, can never be as powerful a motivator as hearing about or seeing such projects firsthand. Nothing excites novice teachers more than hearing from colleagues who have planned and implemented interdisciplinary service-enhanced units. While experienced teachers almost always report on struggles as well as triumphs, the message that service learning works and is rewarding comes across loud and clear.

In SSEC's summer institutes, we always invite one or two teams who have previously attended an institute to come back and present their work. We recommend two teams if at all possible because the experience of hearing from colleagues who have been successful with service learning is so powerful that many teams will model their own projects after the projects they hear about in these presentations; having two teams with projects that are different causes participants to consider what aspects of the different projects might work well for them, rather than simply adopting a project wholesale.

We ask each team to present for about 75 minutes, explaining how they developed their units, the academic outcomes addressed, the service undertaken, and challenges and rewards of implementing service-enhanced interdisciplinary projects. Following the presentations, there is time for questions and answers, but we also schedule appointments for individual teaching teams to meet with the experienced teachers for an hour to get feedback on their initial ideas, advice on challenges that the teams face, and so on. While this process takes considerable time (just more than an entire day, given the fact that we have eight teams in our institutes), we feel that it is time well spent, and the participant evaluations support this belief.

In this activity, we present directions for using experienced teams to present "Service Learning in Action." However, since many staff developers will not have the luxury of a cadre of institute "alumni" to recruit for such presentations, we also present directions for an alternate activity using case studies prepared by teachers. You will need to decide which of these approaches you will use and make your plans accordingly. We would not recommend using both activities in full, but if you can only find one experienced teacher or team to present, you might want to pull some steps from the second activity to broaden teachers' thinking beyond the one example presented.

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Conducting the Activity: Experienced Team Presentations

Training Goals: Participants should be able to: (1) describe different approaches teams have used in planning service learning programs, (2) list several challenges that face teams implementing service learning programs and suggest how those challenges might apply in their own circumstances, (3) identify a number of service projects and how they could be linked to the curriculum, and (4) explain benefits of service learning from the middle school teacher's perspective.

Suggested Time: 2 to 8 hours

Materials Needed: Handouts or other materials prepared by presenting teams

Preparation: Use contacts in your district (service learning coordinator, curriculum coordinators, middle school principals), region (BOCES, intermediate education agencies), or state (Learn and Serve Coordinator, curriculum coordinators) to help you identify middle school teachers who have successfully implemented service learning programs and who would be willing to share their work with colleagues. The two most important criteria to look for in finding teachers to serve this purpose are:

- Experience with service learning, not community service. Before you formally invite the teachers to participate, make sure that their service programs are integrated with the academic curriculum and support academic goals. While having teachers who have also done interdisciplinary work is preferable, integration of service with the academic curriculum is most important.
- Skill in presenting to adults. Many wonderful teachers find presenting to other adults intimidating and stressful; as a result, some teachers do not make good institute presenters. While you may not have the opportunity to see teachers present before you invite them to your staff development program, asking whether they have presented their service learning program in workshops may give you some clues, as may chatting with them directly (rather than by telephone).

As mentioned above, a team that has integrated service with an interdisciplinary unit is preferable but not absolutely critical. Similarly, while it is preferable to have middle school teachers, upper elementary teachers or high school teachers can be effective if they understand the particular demands/needs of the middle school and can address those needs while talking about their projects. Having two projects presented is ideal, but one project is better than none.

Work with the teachers to plan their presentations. We have found that 75 minutes is adequate for a team to explain how they developed their unit, the academic outcomes addressed, the service undertaken, and challenges and rewards of implementing service-enhanced interdisciplinary projects.

Depending on the number of teachers you have available to present and the number of teams in your workshop, you may want to schedule appointments for teams to meet individually with the experienced teachers. If this is not feasible, plan for a somewhat longer question-and-answer period following the presentations.

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Training Agenda:

1. Briefly introduce the day's session by pointing out that talking with experienced colleagues is one of teachers' most favored forms of staff development. Today, you have arranged for teachers who have experience with service learning projects to share their experiences with the group. Introduce the presenters.

2. Following the presentation(s), facilitate a question-and-answer period. If teams will meet individually with the experienced teachers, this period can be fairly brief. If such individual appointments are not feasible, this session may need to be longer. In the latter case, you may want to give teams 15 to 20 minutes to talk among themselves following the presentations to list questions they would most like to ask the experienced teachers.

3. To conclude the session, ask teams to meet together to list three or four major points that they garnered from today's presentations that they want to keep in mind as they begin planning their own service-enhanced interdisciplinary units. If teachers are not attending the workshop in teams or time does not allow for the small-group work, this exercise could be completed as a reflection or journal-writing activity.

Conducting the Activity: Case Studies in Successful Service Learning

Training Goals: Participants should be able to: (1) describe different approaches teams have used in planning service learning programs, (2) list several challenges that face teams implementing service learning programs and suggest how those challenges might apply in their own circumstances, (3) identify a number of service projects and how they could be linked to the curriculum, and (4) explain benefits of service learning from the middle school teacher's perspective.

Suggested Time: 1-1/2 to 2 hours

Materials Needed: Enough copies of Handouts 4 to 6 for one-third of the participants to have each handout; posting paper, colored markers, and tape; copies of Handout 7 for all participants

Preparation: We provide three case studies for use in this activity. However, many other case studies are available; if time permits, you may want to look for case studies that better match your group's needs or for additional case studies by checking such references as *Service Learning in the Middle School Curriculum: Teacher Resource Book*, *Service Learning in the Middle School Curriculum: Supplement*, or *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum*.

Training Agenda:

1. Explain to the group that before they begin developing their own service-enhanced units, they will find it helpful to learn about successful projects that other teachers have implemented. Learning about such projects is the goal of this activity.

2. Divide the group into three smaller groups (or six smaller groups if you have an especially large number of participants). Encourage teams of teachers attending the work-

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shop together to divide up so that they are in different groups for this activity. Explain that each group is going to be reading a case study that describes a service learning project. They are then to (1) create a visual that will highlight the project for the rest of the group and (2) develop a list of four things they learned from the case study that they want to keep in mind as they begin planning their own units. If you have six groups and are using the three case studies provided here, you can divide the task so that one group analyzing a particular case study does item (1) and the other group item (2) above. Explain that groups will have 45 minutes to complete their work and 5 minutes to present to the group.

3. When the groups have completed their work, have them display their products around the room. Allow a few minutes for participants to circulate and look at the "posters" created. Then allow 5 minutes for each group to present and 5 minutes for discussion of each project.

4. Point out that while the case studies have given participants a perspective on challenges and benefits, as well as some ideas for actual service projects, the array of possible projects is much broader. Have participants return to their working groups from step 2. Distribute Handout 7 and ask the group members to brainstorm additional ideas related to topics listed on the handout or to generate additional topics related to their own curricula and brainstorm service ideas related to those topics.

5. To conclude the activity, ask each group to share two of its most unusual or exciting ideas with the entire group. Encourage team members to share what their small groups did with other members of their teaching teams; the aim is to have a broad array of ideas on which to draw when they begin planning their own units.

Resources

Cairn, Rich Willits, and James C. Kielsmeier, eds., *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum* (Roseville, MN: National Youth Leadership Council, 1991).

Lewis, Barbara A., *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* (Minneapolis, MN: Free Spirit Publishing, 1995).

Schukar, Ron, Jacquelyn Johnson, Laurel R. Singleton, et al., *Service Learning in the Middle School Curriculum* (Boulder, CO: Social Science Education Consortium, 1996).

Service Learning in the Middle School Curriculum: Supplement (Boulder, CO: Social Science Education Consortium, 1997).

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Case Study 1: Sand Creek Park

Community Profile

The population of north Aurora, Colorado, is primarily lower middle class. Many residents have lived their whole lives in the area, while another segment of the population is transient. The school setting reflects this dichotomy.

The neighborhood surrounding North Middle School is primarily suburban. Small houses with white siding have yards and driveways overflowing with vehicles. Trees line the streets. Within this lower middle class suburban neighborhood are large apartment complexes. These apartment complexes are a way for low income people to live "in the suburbs."

North Middle School itself has an enrollment of 730 students, 384 male and 346 female. Seventy percent of the students are on a free and/or reduced lunch plan. The ethnic breakdown of the school is 41.1 percent white, 38.5 percent African American, 12.7 percent Hispanic, 6.6 percent Asian, and 1.1 percent American Indian. A list of national origins would include Samoa, Cambodia, Vietnam, Mexico, Haiti, Poland, and Peru.

Unit Background

This project revolved around Sand Creek Park, an Open Space Park in the Aurora Parks System. It is located one-half mile from North Middle School. Many of the students at the school live near or around the park and spend some of their free time there. The park was incorporated into academic and exploratory classes on a three-teacher, eighth-grade team for an entire school year. A goal of this unit was to instill in students a sense of ownership and responsibility for the park.

As part of the project, the team became involved with the Aurora Open Space Park system, having the manager of open space come to speak to the students. As a result of the project, a student from the school has become a part of the team to redesign Sand Creek Park.

Unit Topic

In social studies, students studied the history of the area from a Native American perspective. In science, the flora and fauna of the park were studied. In math, students paced the park and then mapped it. In language arts, the students kept a journal and wrote their reflections about the activities. In industrial technology, students built bat houses and put them up in the park to control the insect population at Sand Creek. Proficiencies addressed included writing and oral communication skills, measurement and estimation skills, skills and knowledge necessary to analyze environmental issues, and knowledge and skills needed to participate in the political process.

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Service Goals

Participants

- Apply ideas/skills learned in classes to the Sand Creek Park situation—formulate a plan for clean-up, insect control, etc.
- Work independently and cooperatively to accomplish goals.
- Develop a sense of ownership and stewardship for the environment.
- Engage in responsible and challenging actions that promote the common environmental good in the community.
- Reflect critically on the service learning experience.

Community

- Develop a relationship with community, collaborating to define needs.
- Provide an opportunity for participants to develop a sense of personal responsibility.
- Benefit from the actions of participant engagement in service activities.
- Provide a means for participants to plan, execute, and realize the benefits of actions that help the community.

Curriculum Activities

Science/Language Arts

Nature Journaling Activities

1. Sandwich Cookie Observation. Observe and write about a sandwich cookie as if it were totally unfamiliar.
2. Learning to Look, Looking to See (Project Wild)
3. Wild Words (Project Wild)
4. Journal Evaluation. Read excerpts from published nature journals and evaluate on a 1-4 rubric.
5. Field Trip to Sand Creek Park. Practice journaling skills at the park.

Ecology of Sand Creek Park

1. Brainstorm a list of animals that live in the park or could live in the park.
2. In small groups, draw a food web of animals and plants living in Sand Creek Park.
3. Brainstorm the effects of human use on the animals and plants in the park.

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Ecology of Bats

1. Niches: "Which Niche" (Project Wild)

2. Niche of Bats. Discuss how bats are useful in an ecosystem.

3. Bat Mythology. Read and discuss myths and reality.

4. Bat Trivia. Research and create trivia questions to be answered by other students in a trivia contest.

Math

Measurement Activities

1. Estimate the area of Sand Creek park in metric and standard measurement units.

2. Pace the park and then convert area into metric and standard measurement units.

3. Draw a map using measurements obtained above.

Other Activities

Make a spreadsheet to track funds generated from a fund-raising project.

Social Studies

1. Visit the park as "explorers." Write about discovering the park for the first time. Discuss hardships of life during the early years in our country's history.

2. Study the three branches of government. Discuss "Whose job is it" from president to local representative and outline the chain of command according to our political system. Investigate the responsibilities of local officials and discuss the use of tax money. Guest speaker, Linda Strand, City of Aurora Park Planner, discussed class ideas about the development of Sand Creek Park. She shared with them a history of the park and gave them insight into how the decisions will be made for future development of the area. The result of this meeting was to build bat houses for the park.

3. Use two-column note format to outline talk by guest speaker. Write a summary of the talk using the accordion paragraph guidelines.

4. Debate open space versus park development. Using an outline of the park, make drawings of how the land in the park could best be utilized by the people and wildlife.

5. Discuss how we as individuals can be contributors to our community by donating our time (personal free time), talent (our individual skills and abilities), and treasures (money and personal items). Set up a "typical" community in the classroom to understand the interdependence of community members on one another and the importance of volunteers.

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6. Discuss volunteerism. Read brief biographies of "famous" people who volunteer their time in their communities.

7. Divide into small groups to focus on the following individual projects:

   a. Writing a history of the park.
   b. Drawing scenes from the park.
   c. Fundraising.
   d. Outlining activities to do at the park.

Industrial Technology

1. Form collaborative groups of four students to work together on the project from beginning to end. As a group agree on a theme for bat house.

2. Learn how to use tools necessary for bat house construction.

3. Follow plans to construct bat houses.

Service Activities

Students visited Sand Creek Park two times to make observations in their journals and to collect trash. They then designed a plan as to what they felt the park should look like and took action on their plan. Students donated their money to purchase bat house materials and built the bat houses. Students, teachers, and other resource persons put up the bat houses in Sand Creek Park.

Teacher Reflections on the Project

During this project I learned how powerful service learning can be. The students changed Sand Creek Park for the better by cleaning up and building bat houses. But even more importantly, the students themselves were changed. These students, despite their diverse backgrounds and uncertain futures, came together believing in themselves and their ability to change their community. They came away from the project empowered with the knowledge that they can make a difference. As a result, I also came away empowered with an ability to make a difference in my students' lives.—Amy Rogers (Academic Teacher—Science and Language Arts)

The Community Service Project Workshop in Boulder provided Patti, Amy, and me the time and opportunity to work on an interdisciplinary project, which proved to be motivating, stimulating, and memorable for all involved. These talented teachers worked collaboratively, donating many additional hours of their time to make this unit a success. This project has provided the impetus for other teachers at North to provide service learning experiences for their students.—Julie Frese (Instructional Resource Teacher)

After attending the SSEC workshop in Boulder, I returned to school the following year with a renewed enthusiasm for community service. I always believed in students being involved with their communities and now I would be able to integrate service with learning. The project allowed the teachers to spend more time with the students outside at the park, using knowledge they acquired in the classroom. Throughout the year as

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the project progressed, I heard comments from students about their "new-found" interest in their community. They found new strengths within themselves and others and realized that they can make a difference in their community. The SSEC workshop has changed the way I'll teach from here on. As a former Peace Corps volunteer, the project was "The (2nd) toughest job I ever loved."—Patti Werner (Academic Teacher—Social Studies and Language Arts)

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Case Study 2:
Trash Bashers: An Integrated Service Learning Unit

Community Profile

Daly City, California, known as the "Gateway to the Peninsula," is a densely populated urban community just south of San Francisco. Bordered by the Pacific Ocean, the San Francisco Bay, and the cosmopolitan city of San Francisco, Daly City offers geographic and cultural diversity.

Thomas R. Pollicita Middle School is a large community of nearly 1,000 students and faculty. Suburban single-family homes, apartment dwellings, parkland, small businesses, and industry surround the school borders.

TRP has a heterogeneous population on several levels. A great number of families live at lower socioeconomic levels, but children from middle class families also attend the school; 65 percent of the students at Pollicita receive free or reduced lunch. The ethnic portrait of the community is richly varied, with 46 percent Latino, 36 percent Filipino, 9 percent African American, 3 percent Caucasian, 3 percent Pacific Islander, 2 percent Asian, and .03 percent American Indian. The school includes honors, bilingual, Title 1, ESL, Newcomers, Resource, and regular education programs. This wealth of diversity is both an asset and a challenge for the faculty and staff.

Unit Background

For years, conservation has been a concern among industry, communities, and—especially—education. Pollicita, however, has fallen behind in its efforts to save money as well as valuable resources. The team participants recognized the need for a stronger waste awareness and reduction effort at school. In response to this need, a unit was developed focusing on the "3Rs" concept: Reduce, Reuse, and Recycle.

The plan was to implement the lessons in such a way that students would be able to identify the school's particular waste issues and formulate solutions of their own. We hoped to begin with action at the school site and later branch out to parental and community awareness. Because of the composition of our team, we decided to emphasize science and language arts, with links to social studies and mathematics as well. A unique aspect of the unit was to include Newcomers classes, designed for students who have just come to this country.

Unit Topic

The core topics were the reduction, reuse, and recycling of waste products. The community problem addressed was waste and litter at Pollicita Middle School. In each academic area, several topics were developed:

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Science
Reducing, reusing, recycling*
Natural resources
Air, food, and water cycles*
Renewable and nonrenewable resources
Decomposition/biodegradation*
Waste disposal options
Packaging options*

Language Arts/Social Studies
Environmental vocabulary*
Business letters
Creative writing/environmental poetry
Persuasive speeches
Figurative language
Research

*Also covered in Newcomers

Service Learning Goals

Our goals for the service portion of the unit were to develop a sense of pride in the school community and to address specific issues of waste and litter around the school campus. More specific objectives were to have students:

- Campaign for the reduction of waste in the school.
- Create and implement a student-designed recycling program.
- Educate the parents/public about the 3Rs.
- Create products out of reused materials to be given to local communities.
- Develop a conservation ethic and a sense of pride in the community.

Curriculum Activities

The unit was divided into four sections—introduction to the unit, reduce, recycle, and reuse. We had originally planned to complete the unit in four weeks, but teaching it actually took closer to eight weeks, with two weeks devoted to each section. Below, the activities for the regular classroom are presented for each section, followed by the activities for the newcomers classes. The activities listed below fall primarily within language arts, science, and social studies; assistance in implementing the activities was provided by the physical education, art, and computer teachers. In addition, students did problems related to trash in math class.

Introduction to the Unit

Activities

1. Vocabulary and Grammar: Create "Daily Double" vocabulary charts on which they include words, definitions, synonyms, sentences, and illustrations. Brainstorm descriptive adjectives to describe the environment. Vocabulary quiz. Copy and correct mistakes in sentences presented on an overhead (environmental content).

2. Literature: Hear a story, *Just a Dream*, by Chris Van Allsburg, and discuss the environmental issues presented. Read and discuss "The History of Trash."

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3. Respond to an environmental attitude checklist and then respond in writing to two self-evaluation questions.

4. Evaluate everyday objects made from wood and determine their value to society, life expectancy, plausible substitutes, and environmental impact. Bury items made from any material and predict their ability to biodegrade over the course of one month.

5. Identify areas of school waste and possible ways to reduce waste.

6. Write journal entries concerning the history of a piece of trash.

Newcomers Activities

Students become familiar with new vocabulary through use of realia, total physical response, use of student-made flash cards, large labels, and spelling game. They discuss what garbage is, what would be thrown away in the United States that would not be thrown away in the home country, and alternative uses of items thrown away in the United States. Students view the video, *Reduce, Reuse, Recycle.* They classify objects as to what they are made of—glass, wood, plastic, paper, fiber, metal. They also create privacy dividers having collages that depict garbage/trash on one half and a clean/beautiful setting on the other.

Reduce

Activities

1. Vocabulary and Grammar. Create "Daily Double" vocabulary charts. Vocabulary quizzes. Identify subordinate conjunctions in teacher-provided examples and generate examples with teacher guidance (environmental content). Complete sentence stems with a variety of subordinate clauses (environmental content).

2. Literature: Read "My 20 Foot Swath" by Kenneth Lundberg and summarize each paragraph in a concise sentence using a subordinate clause.

3. Experience worms and their castings hands-on and witness the conversion of food to fertilizer. Read excerpts from *James and the Giant Peach*, by Roald Dahl, and write poems or paragraphs from the perspective of the worm.

4. Compare a variety of packaged products, each containing the same amount of content but varying in types and sizes of packaging. Identify necessary and unnecessary packaging and suggest alternative methods for certain products.

5. Read waste dilemma cards and respond according to their own habits. After a class discussion, groups devise realistic solutions to improve their habits.

6. Write journal entries regarding the environment.

7. Write business letters to local environmental agencies inviting them to the "Trash Bash."

8. Write and present persuasive speeches urging school administrators to adopt their student-created schoolwide recycling program.

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9. Watch and discuss contents of three videos—*Garbage Tale, Garbage: The Movie,* and *Reducing, Reusing, and Recycling: Environmental Concerns.*

Newcomers Activities

Students continue vocabulary development activities. They work with worm bin to gain understanding of how waste is reduced through composting. They examine and discuss packaging, looking at such issues as how different items are packaged, how the packaging for a single unit differs from packing for several units, etc. Students bring in packaging from home and analyze how reducing packaging would be beneficial both at home and at the point where trash is disposed of (landfill). They create musical instruments from something that was to be thrown away. Students create a waste reduction list, classifying list by possible recycling, reducing, reusing solutions.

Recycle

Activities

1. Vocabulary and Grammar: Create a "Daily Double" vocabulary chart. Vocabulary quiz. Complete subordinate conjunction exercise sheets.

2. Literature: Listen to *The Lorax,* by Dr. Seuss, and create a "Select-a-Symbol" art project for a class presentation. Read two short stories— "Traffic" by William Sleator and "The Boy Who Loved to Swim" by Jean Craighead George—and complete a "Reciprocal Reading" chart for each story. Create a "Step Book" based on one of the unit's short stories.

3. Given educational resources, categorize plastic products according to their recycling number code and list the types of products generated from each.

4. Listen to community guest speakers discussing recycling in Daly City.

5. Create brochures addressing reduction needs of the school and district.

6. Establish guidelines for classroom recycling, creating flowcharts to illustrate the logistics and oral campaigns to promote use of the program.

7. Write personal invitations to their families to attend the "Trash Bash." Glue color-coordinated trash onto giant cardboard letters that spell out the 3Rs and make posters for each of the "Trash Bash" exhibits.

Newcomers Activities

Students continue vocabulary development activities. They identify items that can be recycled and learn how they can be recycled. They create "Refrigerator Reminders" to help educate families about recycling. Newcomers learn about Daly City's recycling programs and participate in activities preparing for "Trash Bash." They create books on recycling for elementary students.

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Reuse

Activities

1. Grammar: Subordinate conjunctions test.

2. Literature: Read two short stories—"Elliot's House" by Lois Lowry and "The Earth Game" by Pam Conrad—and fill out reciprocal reading charts for each. Read environmental poems and discuss poetic elements and different interpretations.

3. Make a variety of products out of used materials.

4. Dig up buried items, analyze and score the items according to the level of biodegradation, and chart the results. Draw conclusion based on the data.

5. Write journal entries.

6. Design, organize, and create comprehensive "Environmental Star Portfolio" of their best work from the unit.

Newcomers Activities

Students continue vocabulary development activities and complete projects begun in early sections of unit.

Service Activities

Students at Pollicita participated in three service activities. The first was student initiated and involved establishing a paper recycling program for the school. Students planned the program, set it up, and convinced other students, teachers, and the school administration to take part.

The second service activity was creating brochures to educate others, including students at the elementary school that shares Pollicita's campus. The computer teacher was instrumental in helping students create the brochures.

The third service activity was the conduct of a "Trash Bash," a culminating event to educate the school and the community about the 3Rs. Fairly early in the unit, interested students were invited to come to after-school meetings to plan the event. In class, students wrote business letters inviting representatives of community organizations to exhibit at the "Bash." They also prepared materials to display and distribute themselves, including a wide variety of items made from reused materials.

Teacher Reflections on the Unit

The project required a serious and definite time investment, but we saw growth (both affective and cognitive) that made it all worthwhile. We really felt a team spirit among students; they plunged into the curriculum. Of course, some kids "latched on" to the ideas more than others. By the end, however, everyone wanted to be involved. In response to a class evaluation survey at the end of the year, many students expressed that

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the service learning environmental unit was their favorite. All of us enjoyed seeing our efforts and the kids' enthusiasm for this unit amount to a transformation in environmental attitudes and a physical transformation on the school's campus.

We did suffer some burnout from months of planning and experienced some frustration in trying to get media support and coverage. We do hope the effort we put into doing the project and making contacts will make the project much easier the next time and also result in increased community contacts. We do feel the project strengthened the school community.

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Case Study 3: Where's Waldport?

Community Profile

A small community located on the central coast of Oregon, Waldport is known for its beautiful ocean beaches, mild climate, and abundant wildlife. Tourism is rapidly becoming the major industry in the community. Approximately 1600 permanent residents live in the one-stoplight town. Historically, the major industries in the Waldport region were commercial fishing and logging. Both have declined as a result of strong environmental concerns.

As the economic base in Waldport has begun to change, so too have the demographics. With an emphasis on tourism, many families with small children and numerous retirees have moved into the area to open small businesses. As a result of its tourist marketing plan, Waldport has attracted more visitors. Although many just pass through, some return to become full-time residents.

Unit Background

In Waldport, the instructional team and students clearly perceived a need to help visitors better find their way around the sights, shops, and recreational facilities of Waldport. Working closely with community leaders and local shopowners, students developed and provided a series of free informational brochures for new residents and visitors to Waldport. The information brochures described the environment, local services and businesses, and recreational opportunities in and around Waldport. The service project enhances an integrated unit at the sixth-grade level. Centered around geography, the unit integrates art and the core subject areas of science, math, and language arts with geography.

Unit Topics

The unit topic was selected to meet a real need in the community of Waldport and to teach the core academic content areas required of sixth-grade students at Waldport Middle School. As is true of most interdisciplinary teaching units, one discipline or subject area anchored the unit. In the case of "Where's Waldport?" geography was the central content area. Science, language arts/communications, math, and art were also integrated into the unit. Within the unit, each content area was supported with a clear set of instructional goals and activities.

Specific topics explored during the unit include the following:

Social Studies
Waldport and the world
Mapping and surveying

Language Arts
Letter writing & e-mail
Reading

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Geography - the five themes
Local history

Math
Economics
Survey results
Measurement
Graphing - charts
Problem solving

Science
Ecosystems
Weather
Equilibrium
Cycles
Classification

Journal keeping
Vocabulary development
Writing - directions and descriptions
Public speaking
Debate skills
Interview - telephone skills
Note taking
Team building
Media - advertising

Art
Page layout
Project presentation skills
Computer graphics
Sketching/drawing

Service Learning Goals

- Apply classroom learning of the five themes of geography as a lens from which to formulate a plan to help others understand the geographical uniqueness of the community of Waldport.
- Apply classroom learning and research as a source of information about the history, environment, local services, and recreational opportunities in the community of Waldport.
- Inform visitors and new residents about the environment, service, and recreational opportunities in and around Waldport.
- Develop ongoing relationships between the school and local businesses.
- Work with agencies and individuals in the community to meet a real community need.

Instructional Activities

The unit was organized into three parts—an introduction to the five themes of geography in social studies, with a simultaneous look at ecosystems in science; an introduction to the skills needed to gather information and create brochures in language arts; and a local community study. Activities in each section are described briefly below.

Five Themes of Geography/Ecosystems

Activities

1. World Geography Review. Create maps of the world, label place names on the map, and place Waldport on the map.

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2. Introduction to the Five Themes of Geography. Read about the five themes of geography (location, place, relationships within places, movement, and regions); hear a story and identify how the five themes are represented in the story.

3. From the Classroom to the World. Review cardinal and intermediate directions and use them to describe relative locations of objects in the classroom and on maps.

4. Identifying "Mystery" Places. Classify characteristics of places according to category (climate, topography, etc.) and identify places that match sets of characteristics.

5. Landforms and Geographic Terms. Study and review types of landforms by creating a glossary of geography terms.

6. Sharing Our Global Environment. Analyze case studies of environmental problems that begin in one place but influence many others.

7. Movement. Analyze case studies showing how movements of people and ideas have taken place throughout history.

8. Deserts, Mountains, Forests, Grasslands. Research U.S. and world regions and compare these regions based on physical characteristics.

9. Sun Shadows. Explore seasons, climate, and graphing.

10. Weather or Not. Chart rainfall, temperature, clouds, and ocean currents.

11. Moon/Tides. Explore orbital, rotational, and gravitational forces.

12. Ecosystems. Explore food webs, nutrient cycle, and gas cycle.

Information Gathering/Communication Skills

Activities

1. Brochure Analysis. Analyze a collection of marketing brochures and use scoring guide to evaluate content and style of brochures. Develop criteria for effective brochures.

2. Persuasive Writing. Develop community partnership letters.

3. Vocabulary Building. Complete exercises to build vocabulary relevant to brochure project.

4. Power Team Building. Explore tips for effective cooperative learning.

5. Power Note Taking. Learn and practice tips for taking clear and concise interview notes.

6. Power Interviews. Learn and practice tips for making the most of personal interviews.

7. Power Telephoning. Learn strategies for conducting effective conversations and interviews.

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8. Power Speeches and Debates. Learn and use effective speech and debate skills and strategies.

Community Study

Activities

1. Waldport's Five Themes. Define and identify examples of the five themes of geography in and around Waldport.

2. Community Scavenger Hunt. Look for items within community as a means of becoming familiar with and growing to appreciate the community.

3. Local History Reading. Read and discuss selections on local history.

4. Community Site Study. Observe organisms, resources, and food webs in the community. Grade percents of hiking trails, trail paces, and so on. Conduct surveys and interviews to gather more data about recreational opportunities, businesses, etc. Analyze and interpret data gathered, creating charts and graphs to display the information.

5. Environmental Impact Statement. Study impacts of increased land and resource use. Interpret data collected in site study in creating an environmental impact statement.

Service Activities

With an understanding of Waldport as a location, place, and region, and understanding the geographic relationships within Waldport as well as the causes and consequences of movement in the area, students worked with community members and organizations to create a series of community information brochures. Students interviewed area business owners and agency representatives and wrote, published, and distributed brochures containing the information gathered. Beginning in the spring of 1997, the brochures were made available throughout the community to residents and tourists. One of the brochures, Oregon Coast: South Lincoln County, contained a map of the region and "pull-out" sections on "Things To Do and See in Waldport," "Bay and Estuary," "Forest, Oceans, and Beaches." "Rivers," and "Weather and Climate." Another section of the same brochure provided information on day use parks, service organizations, and churches and schools. A third section outlined a short history and description of the economies of the four small towns that make up the region.

Several other brochures were published and distributed: Recreational Activities of South Lincoln County; Shopping in South Lincoln County; Lodging; Service and Organizations; and Restaurants and Entertainment. All business-related brochures included local business profiles.

Teacher Reflections on the Project

As a form of evaluation, community members were asked to reflect on how well students worked and interacted with others in the design and preparation of the information brochures. Following the implementation of the project, one community member

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wrote the following: "Cindy was a pleasure to work with. What a great opportunity to learn about our community and how a business functions. Cindy made appointments with me before she visited. She was always on time and prepared with many questions. She carried herself in a professional manner. I appreciate the opportunity to help our community and will be happy to help in the future."

Another community member provided the following: "Thank you for allowing our company to participate in your service learning project. We had the pleasure of being interviewed by a young man by the name of James. He presented himself very well, he seemed very confident of his material. We were very impressed with his hand shake, eye contact, and politeness. We hope that you continue this worthwhile project. This is a great way to bridge the gap between school and community. If James is an example of what the public schools are doing today, especially Waldport Middle School, then you should be proud."

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Brainstorm: Ideas for Service Projects

Below are listed a few topics that are covered in many middle school curricula, along with ideas for related service projects. With your group, brainstorm additional service projects or develop your own list of topics and brainstorm service projects related to those topics.

Hunger/Homelessness

- Create educational materials about hunger issues and distribute them in the community.
- Help at a local food bank or homeless shelter.
- Host a fund-raising dinner at which you serve a low-cost high-nutritional value meal.
- Volunteer with Habitat for Humanity.
-
-
-

The Environment

- Help build an outdoor classroom for school.
- Assist in park clean-up activities.
- Analyze water quality and report to government agency.
- Plant a native species garden at the school.
- Start a recycling program.
-
-
-

Aging/Life Cycles

- Run errands for senior citizens who need assistance.
- Conduct oral history interviews with older residents and publish results.
- Conduct a neighborhood survey regarding the need for smoke alarms or deadbolts among senior citizens and create a plan for obtaining and installing these devices as needed.
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Crime/Violence Issues

- Develop and make presentations for other students on how to avoid being a victim of crime.
- Survey neighborhood stores about crime problems they face and develop an awareness campaign to address those problems.
- Work with the police department to paint over graffiti.
-
-
-

Health

- Conduct a survey on immunization and develop posters and brochures to educate parents and students about immunization.
- Collect healthy recipes and publish a cookbook.
- Identify major health problems in your school and develop a prevention and education campaign addressing those problems.
- Start an exercise club.
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3. Planning Interdisciplinary Service-Enhanced Curriculum Units

> "True instruction must be integral...we should not divide and hand out in small bits that which is naturally one and indivisible."
>
> Alexis Bertrand

Background Notes

The process of developing an interdisciplinary service-enhanced curriculum unit is complex, requiring extensive planning time, serious thinking about educational goals and the best means of attaining them, and attention to detail. If you plan to have teachers undertake development of a unit as part of your staff development program, they will need help in getting started on this difficult process. This set of activities is designed to provide that help.

For the process of interdisciplinary curriculum development to seem worthwhile, teachers must believe in the benefits of interdisciplinary teaching, as well as service learning. Thus, the first activity begins with an exercise that draws on teachers' own experiences to develop a rationale for interdisciplinary or integrated curriculum. Teachers are then introduced to an integration continuum; teams assess where they currently are on the continuum and agree on a goal for the level of integration they hope to achieve with the service-enhanced unit.

The second activity introduces three central or organizing questions for curriculum planning, along with a detailed framework for the process of developing an integrated service-enhanced unit. Finally, teams are asked to share the topics or themes on which their units may focus; criteria for evaluating topics/themes are used to provide feedback to the teams. This activity would be useful whether teachers are planning interdisciplinary units or are just planning to enhance their own curriculum with service.

Conducting the Activity: Agreeing on the Level of Integration Desired

Training Goals: Participants should be able to: (1) articulate a rationale for interdisciplinary teaching, (2) list characteristics of successful interdisciplinary teaching, (3) differentiate among different levels of curriculum integration, and (4) agree on the level of integration they hope to achieve in the unit they are designing.

Suggested Time: 1-1/2 hours

Materials Needed: Overhead made from Transparency Master 3; overhead projector; posting paper and markers or blank overheads and overhead pens

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Preparation: Make the necessary overheads for the activity. We recommend preplanning the pairings for step 2 of this activity; pairing teachers with like assignments works particularly well. Write the pairings on an overhead, posting sheet, or the chalkboard.

Training Agenda:

1. Begin by reminding participants that interdisciplinary teaching is one of the hallmarks of the middle school but that planning for such work is difficult/challenging and including service adds even more complexity. Yet there are important benefits of doing interdisciplinary work. In this activity, they will draw on their own experiences to develop a rationale for interdisciplinary work and then move on to set goals for how integrated they want the disciplines to be in their own unit.

2. Explain that participants are going to begin with a paired activity. Each partner will briefly describe an interdisciplinary unit she/he has taught successfully. When both have done so, they will together list the qualities of the units that made them successful. They will have about 15 minutes for this task. Draw participants' attention to the pairings you have created and ask them to find their partner and begin the task. After five minutes, announce that the second partner should begin sharing if she/he has not done so. After ten minutes, announce that the pairs should begin listing the qualities of successful interdisciplinary units if they have not done so.

3. After 15 minutes, ask each pair to share one quality from their list. Post these responses on posting paper or a blank overhead. When each pair has had a chance to list a quality, point out that the posted list shows a lot about why middle school educators believe interdisciplinary teaching and learning are important. Encourage participants to use this list of qualities as a touchstone as they develop their units, periodically checking to see whether their work reflects these qualities (or has the potential to do so).

4. Point out that while sharing with their colleagues, some participants may have heard about units very similar to what they do, while others heard about approaches very different from their own. Such differences are at least in part due to the fact that curriculum integration or interdisciplinary teaching is really a continuum, rather than a yes/no proposition. Project the overhead of Transparency Master 3 and provide a brief explanation of the diagram:

- Most teachers bounce from one level to another over the course of the year; the number of disciplines involved at each level can also vary.
- Integrating instruction with student experience is an element of integration at every level of the continuum. This is an important notion to which teachers need to devote some thought. Preplanning a unit without student input is difficult, but teachers can rely on their knowledge of students' interests and concerns as they do so and can make provisions for student input to the final shape of a unit/project.
- At the top of the continuum, discipline-based instruction is the typical high school model. Teacher X will cover geography, Teacher Y will teach life science, and they do so without talking to each other.
- The second step, parallel discipline design, means that two or more teachers cover related topics at the same time, making some links across the

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disciplines. For example, Teacher X is covering the Civil War in U.S. history while Teacher Y has the students read Paul Fleischman's *Shiloh* in language arts. They reference topics covered in each others' classes but do not do extensive preplanning and they have totally separate goals, instruction, and assessment.

- In multidisciplinary approaches, teachers generally maintain their disciplinary boundaries but plan coordinated lessons in two or more subject areas. They may have a shared assessment project that culminates the unit. For example, a team might choose survival as the theme for a multidisciplinary unit. The students would read Gary Paulsen's *Hatchet* in language arts, explore how pilots use geometry as a survival skill in math, talk about survival issues in their own community in social studies, and look at weather and survival in science. Students write survival stories as the assessment for all four classes. In a multidisciplinary unit, one discipline often takes the lead, with other disciplines playing secondary roles. Some disciplines may "pop" in and out of the unit when it is relevant to their curricular goals.
- In the interdisciplinary approach, the disciplinary lines are much more blurred. Here knowledge and skills from all disciplines are brought to bear on a problem, issue, or topic. Often, this might be a more inquiry-oriented approach in which teachers in several disciplines have shared goals, instruction, and assessment. They may engage in real team teaching (two or more teachers working with the same group of students simultaneously). For example, students might use knowledge and skills from all disciplines to explore such questions as "What are the most pressing environmental issues in our community and what can we do to address them?" and "What are the causes of hunger and how can they be addressed?"
- The last two levels of integration are probably not feasible for most teachers/schools. Both make a very strong link with student experience, as shown by the solid line on the diagram. At the integrated day level, all teaching is integrated, with teachers teaming around student-based curriculum. In the holistic model, of which the English school Summerhill would be an example, all parts of the students' live are integrated around the student-generated topics being explored; thus, this is a residential model.

Allow time for discussion and questions.

5. Tell participants that you want them to work in their teaching teams. They are to use the continuum to answer the following questions (you may wish to post the questions):

- Where have we been in terms of integration?
- Where do we want to be in terms of our service-enhanced unit?

Direct each team to try to agree on a goal regarding the degree of integration they hope to achieve with their unit and the disciplines that will be involved.

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Conducting the Activity: A Curriculum Planning Process

Training Goals: Participants should be able to: (1) list organizing questions that should guide the curriculum development process, (2) decide upon a planning process to use in their teams, and (3) list and apply criteria for the topics or themes of interdisciplinary service-enhanced units.

Suggested Time: 1-1/2 hours

Materials Needed: Copies of Handouts 8 and 9 (optional) for all participants; overheads of Transparency Masters 4-5; overhead projector; posting paper and markers or chalk and chalkboard

Preparation: Make copies of the needed handouts and overheads. Carefully read through Handout 8 so that you can explain it and answer participants' questions. Decide whether you will have teams share their topic/theme ideas in a large group or in smaller groups (two or three teams together); if you decide to have them share in smaller groups, you may want to predetermine which teams will be together.

Training Agenda:

1. Ask participants to rate, on a scale of 1 to 10, how difficult they think developing an interdisciplinary service-enhanced unit will be. Tally their responses on the chalkboard or posting paper. Ask: What factors will make this process difficult? Again, post their answers on the chalkboard or on posting paper.

2. Star items that relate to not knowing how to get started and to organizing a very complex and detailed project and tell participants that this activity is going to provide organizing questions and a detailed process that will help them with these factors.

3. Explain to participants that because developing an interdisciplinary service-enhanced unit is a complex process, it is easy to get bogged down in details—the classic "can't see the forest for the trees" situation. Thus, you first want to provide them with three organizing questions that will help them keep the "big picture" in mind as they work on developing their units. Show the overhead of Transparency Master 4 and go over the three sets of questions with the participants. Allow time for participants to discuss whether they think these three sets of questions do identify the "big picture" in developing interdisciplinary service-enhanced units. Allow the group to edit or revise the list as they wish.

4. Tell the group that these questions, as they have revised them, should serve as a touchstone during the development process. When they feel they are getting bogged down in details, they may want to return to these questions to ensure that they are on track with their unit. (Following the session, create a poster of the questions as revised by the participants to have posted in the room during subsequent sessions.)

5. Next, inform the group that they are going to look at the trees—the details of the planning process. Distribute copies of Handout 8, explaining that this handout presents a detailed framework for planning an interdisciplinary service-enhanced unit. Use the following information to prepare an introduction to the framework:

This handout presents a curriculum integration planning framework developed by the Social Science Education Consortium, an organization that has worked with hundreds of middle school teachers to develop service-enhanced integrated units. While the framework is designed to be comprehensive, it is not meant to be all-inclusive. Local circumstances and individual needs will always determine the questions to be asked and answered in the planning process.

As you can see, the process begins with determining the topic or theme for the unit. When a topic has been selected, the content and skills to be developed through the unit are considered, and the students and teachers to be involved in the project are identified. Also identified are the administrative support that will be required and the community resources that will necessary to completion of the project.

The next phase of the process involves writing goals for the unit, including academic (content and skill) goals, as well as service goals. In conjunction with writing goals, teachers begin developing their evaluation plan.

The next steps in the framework are identifying possible classroom and service activities and then developing those ideas into an outline of the unit. Once the outline has been completed, logistical planning for service must be completed and weekly/daily teaching plans written.

You are probably thinking that identifying the steps in developing an integrated unit does not make the process easier. This may be true, but it does provide direction for beginning and carrying through the process. Further direction is provided in pages 2 through 8 of the handout. Each of the figures takes one or more related steps in the framework and presents questions you must consider in working through these steps.

Allow time for teachers to examine the framework and ask questions.

6. Explain that for some teachers, the process outlined in this framework will be a perfect "fit"—the process will work smoothly for them. Other teachers will find their own methods and formats for planning integrated units. Even within a different format, however, the questions and issues raised in the handout will need to be considered in order to create a successful unit. Ask the participants to work in their teaching teams to discuss the framework and tentatively decide on whether they will use this process or another approach of their own devising. If teams have not already had time to identify possible topics or themes for their units, have them do so at this time, pointing out that identifying a topic or theme is the first step in the framework.

7. Tell participants that feedback from colleagues (critical friends) can be extraordinarily valuable in improving our curriculum development efforts. You are now going to give teams an opportunity to receive feedback on their topics/ themes. Present the criteria for evaluating topics/themes presented on Transparency Master 5 or have the group brainstorm their own list of criteria. Explain that participants should use these criteria to provide feedback on their colleagues' ideas. Either in a large group or in smaller groups, have teams share their identified topics/themes and receive feedback from others.

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8. Conclude the session by drawing participants' attention back to the list of factors that make planning interdisciplinary service-enhanced units difficult. Ask each team to select one of the factors not addressed by having a planning process in place; before the next session, the team should develop ideas for addressing this factor as they plan their unit. Allow time at the beginning of the next session for teams to share the ideas they have generated.

9. If you wish, you may distribute Handout 9 as a planning worksheet that can be adopted or adapted by participants.

Resources

Barab, Sasha A., and Anita Landa, "Designing Effective Interdisciplinary Anchors," *Educational Leadership* (March 1997), pp. 52-55.

Bergstrom, Kenneth L., "Are We Missing the Point about Curriculum Integration?" *Middle School Journal* (March 1998), pp. 28-37.

Maurer, Richard E., *Designing Interdisciplinary Curriculum in Middle, Junior High, and High Schools* (Boston: Allyn and Bacon, 1994).

Schukar, Ron, Jacquelyn Johnson, and Laurel R. Singleton, *Service Learning in the Middle School Curriculum: A Resource Book* (Boulder, CO: Social Science Education Consortium, 1996).

Vars, Gordon F., *Interdisciplinary Teaching: Why and How* (Columbus, OH: National Middle School Association, 1993).

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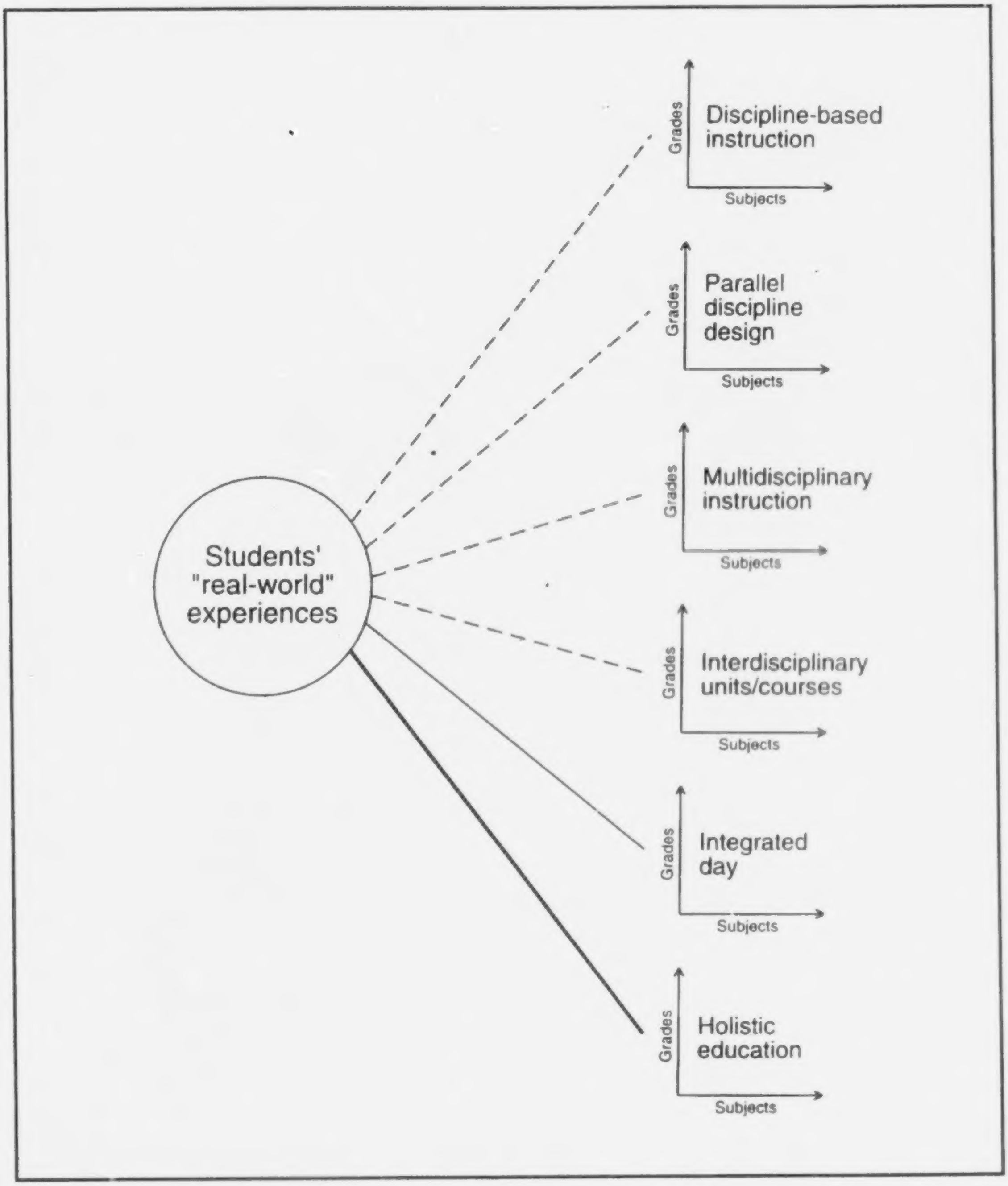
Types of Curriculum Integration


Students' "real-world" experiences
Grades
Discipline-based instruction
Subjects
Grades
Parallel discipline design
Subjects
Grades
Multidisciplinary instruction
Subjects
Grades
Interdisciplinary units/courses
Subjects
Grades
Integrated day
Subjects
Grades
Holistic education
Subjects

From "Integrating the Curriculum," by James C. Schott, in *Teaching the Social Sciences and History in Secondary Schools*, by the Social Science Education Consortium (Belmont, CA: Wadsworth, 1996).

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Organizing Questions for Curriculum Planning

- What are our goals? What do we want students to learn (know, be able to do, value)?

- How will we achieve those goals? What learning opportunities and materials will we make available to students? How will service help achieve those goals?

- How will we know if we are successful? What assessment tasks and tools will we use?

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Questions to Ask about Unit Themes/Topics

- Is the theme relevant to today's society and to the personal interests of students?

- Is the theme broad/rich enough to sustain an integrated service-enhanced unit? Are there clear links with several curricular areas?

- Does addressing the theme support district/state standards or goals? Is there a good "fit" with the existing curriculum?

- Is the theme in line with the unique philosophical characteristics of your school or school district?

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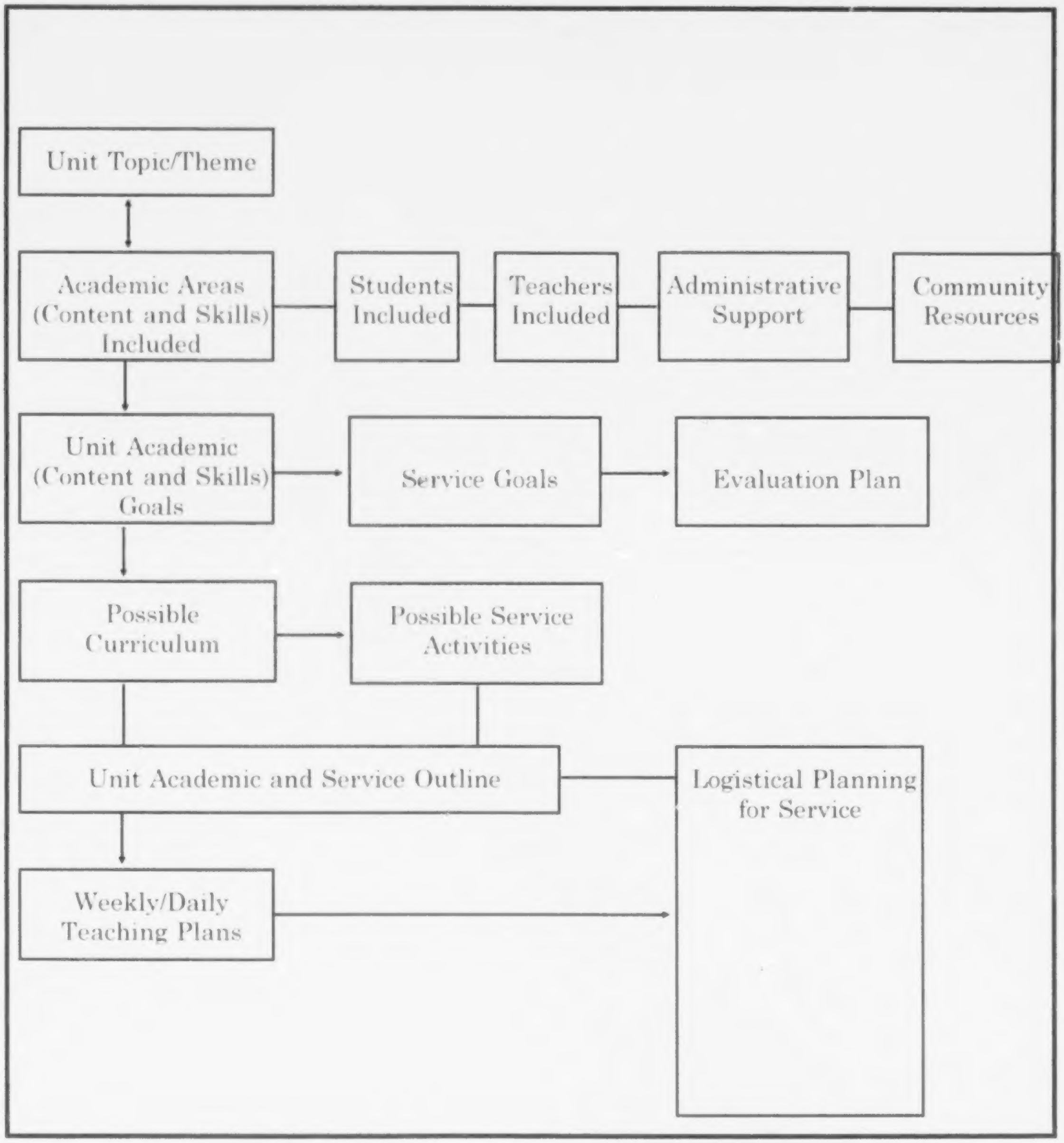
Curriculum Integration Planning Framework


Unit Topic/Theme
Academic Areas (Content and Skills) Included
Students Included
Teachers Included
Administrative Support
Community Resources
Unit Academic (Content and Skills) Goals
Service Goals
Evaluation Plan
Possible Curriculum
Possible Service Activities
Unit Academic and Service Outline
Logistical Planning for Service
Weekly/Daily Teaching Plans

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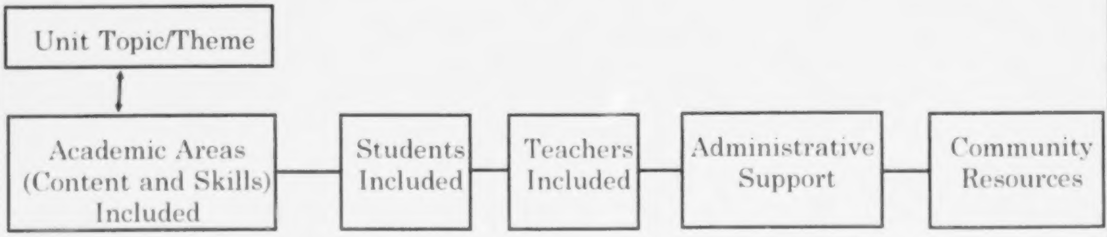
Questions to Consider: Initial Planning Phase



Unit Topic/Theme

How will you decide on the topic or theme of your integrated service unit?

- Does it flow naturally from the existing curriculum?
- Will you survey students regarding the service component?
- Will you conduct a needs assessment in the community to identify specific problems or issues?
- Will you consider the unique philosophical characteristics of your school or school district?
- How will your unit enhance or enrich the existing curriculum?

What is the topic or theme of your integrated service unit?

Academic Areas Included

What academic (content and life skills) areas do you plan to include?

Is there a real fit between subject areas or disciplines chosen for the unit?

In what ways do you hope that student learning will be enhanced in each academic area?

How can you develop/facilitate student leadership skills in the context of the project?

What other skills can be developed through this unit?

Students Included

What students will be involved in the unit project?

- Are the students involved in the unit representative of the diverse school or school district student population?
- Does the students' age/developmental level place any constraints on your planning?

How can you best assure that students will "buy-in" to the unit topic or theme?

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Teachers Included

Who are the teachers involved in the project? Has each teacher fully committed to the success of the project?

How will you gain the support of teachers who are not directly involved in the project?

How will you gain support from other staff?

- Librarians
- Counselors
- Custodians
- Cafeteria Workers
- Curriculum Specialists
- Transportation Personnel
- Other

Administrative Support

Is school board approval and/or support needed?

Whose support in the administrative hierarchy (district and building levels) do you need?

What types of support do you need from each?

What are some strategies you will use to insure administrative support?

How will you keep administrators informed of the needs and progress of the project?

Community Resources

What resources are available in the community that might be used to support the project?

What resources do you need from the community?

Will you involve the service recipients in the planning of the project?

How will you go about accessing the resources for your project?

How can you inform the community (including parents) about your project and any needs you might have?

How might you secure funding for special needs? What grants and state support are available?

Should parents be invited to participate?

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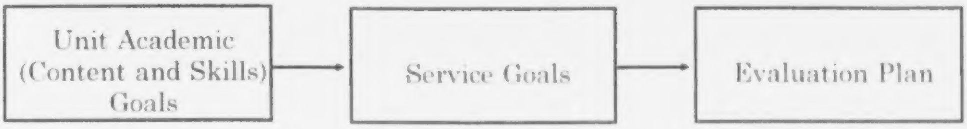
Questions to Consider: Goal-Setting Phase



Unit Academic Goals

What student goals and objectives do you plan to achieve in each academic area included in the project?

- Knowledge goals
- Skill goals
- Attitude goals

How do your goals align with national, state, or district standards for each of the academic disciplines included in the project?

What student input would be appropriate in setting the academic goals?

Service Goals

What do you want students to gain from their involvement in the service learning component of the project?

What are your service goals?

- For students
- For the service partner
- For the community
- For the school or school district

What student input would be appropriate in setting the service goals?

Evaluation Plan

What areas of the project need to be assessed?

- Student academic assessment
- Student service assessment
- Community partnership assessment
- School/community relationship assessment
- Parent assessment

How will the project be assessed?

- Pre/post assessments
- Questionnaires

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- Student reflection
- Student portfolios
- Surveys and checklists
- Writing projects
- Projects and performances

Who will develop the assessment process?

From whom will data be collected?

How will the evaluation data be used?

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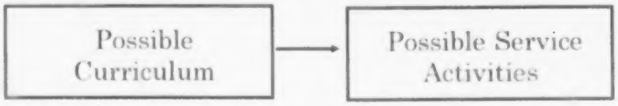
Questions To Consider: Identifying Possible Activities



Possible Curriculum Activities

How will you organize or structure your curriculum in order to best achieve your academic goals?

What resources can you identify to help develop the curriculum unit?

What specific activities, readings, media, and so on, can you incorporate into the unit?

What resources do you need to achieve the academic goals of the unit?

What specific curriculum pieces and/or learning strategies do you need to achieve the goals of the unit?

What roles will students have in planning and implementing the academic unit?

Possible Service Activities

What types of service learning activities enhance your academic goals? Is there a clear and supportive relationship between academic and service goals and activities?

Are some types of service activities more likely to be successful than others?

- Are there certain limitations or realities that you need to pay attention to?
- Can you assess the cost/benefit ratio of various service learning activities?
- What do students have to say about various service learning activities?
- Are the activities challenging, socially important, and performed on behalf of the common good?

What service learning activities will be included in your curriculum unit?

- Have you made sure that those with the needs have been involved in defining and planning for the redress of those needs?
- Is there a strong commitment from all parties to support and sustain the effort?

What kind of training will students need to maximize the service experience?

How might you enrich or extend the service experience for those students who want to expand their participation in the project?

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Questions to Consider: Logistical Planning for Service

Logistical Planning
for Service

What individuals and organizations do you want involved?
  - Who is your contact person?
  - Do you want to form a project advisory committee?
  - What is the role for parents?
  - Who at your school or school district needs to be involved? How?

How long will the activity take?

Do you have transportation needs?

What are the liability factors? How do you plan to resolve the liability factors?

Who will assist you with the service learning component?
  - Are all responsibilities clarified and articulated?
  - Are adult guidance and supervision roles clearly defined?

What materials will you need?

Do you need additional funding? How will you secure that funding?

How will you prepare students for the experience?

How will you critically debrief/reflect upon the experience?

Questions to Consider: Outlining the Unit

Unit Academic and Service Outline

How will you format a weekly and daily outline of your unit activities?

Are all instructional and service activities identified?

Are the logistical details for service activities outlined?

Does the outline provide a quick yet complete overview of your curriculum unit?

If questions emerge from your unit outline, how do you plan to answer or resolve them?

What are the strengths of your curriculum unit?

Questions to Consider: Writing Teaching Plans

Weekly/Daily
Teaching Plans

What will you actually be doing each week and day that you are teaching this unit? Be specific and include copies of all activities, readings, and so on.

Can someone who is not familiar with the unit pick it up and use it in their classroom?

Does the unit have a logical flow? Are weekly and daily activities in each classroom well coordinated and mutually supportive?

Do your plans include effective openers, engaging and varied hands-on activities, and opportunities for student reflection?

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Planning Worksheet

Objectives (Knowledge, Skill, and Attitude)	**Learning Activities**	**Service Activities**	**Reflection Activities**	**Assessment**

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4. Perceptions of Service Learning

"We don't see things as they are, we see things as we are."

Anais Nin

Background Notes

Service learning programs necessarily involve collaboration between, and provide real benefits to, students, teachers, school administrators, community agencies, parents, and the community at large. However, service learning programs also involve costs and risks to the service learning program partners. Successful service learning programs are often calculated as those in which the benefits for each of the partners outweigh the costs or risks associated with their involvement in the program.

We believe that in most service learning trainings it is useful, if not essential, to examine the benefits as well as potential costs to each of the service learning partners. A probe of the benefits to the major players can help trainees see the "big picture" of service learning and understand the immense cause/effect of their efforts. An exploration of potential costs helps trainees comprehend the complexity of implementing a service learning program and facilitates an appreciation of the different needs and points of view that the different players bring to the service learning endeavor.

Conducting the Activity

Training Goals: Participants should be able to: (1) propose benefits of service learning programs from the perspective of students, teachers, school administrators, community agencies, parents, and the community at large, (2) identify some of the costs of implementing a service learning program from the point of view of students, teachers, school administrators, community agencies, parents, and the community at large, (3) explain ways to challenge and reduce the costs and risks of implementing service learning programs in schools, and (4) understand that benefits must outweigh costs if service learning programs are to be truly successful.

Suggested Time: 1-1/2 hours

Materials Needed: Newsprint, masking tape, markers, copies of Handouts 10 and 11 for all participants

Preparation: In this role play activity, participants are organized into five or six groups. Each group represents a different "player" (i.e., teacher, community agency, parent, and so on) that affects and/or is affected by service learning. From their unique perspective, each group will be asked to consider both the benefits and potential problems associated with implementing a service learning program. One means of assessing the validity of the cost/benefit responses is to invite panels of teachers, students, community agency representatives, and so on, to discuss responses proposed by the participants. If you are going to use one or more panels in this way, be sure to extend

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invitations early and make sure that a good cross-section of the community is represented on the panel.

Training Agenda:

1. Begin this training activity by dividing the participants into five small groups. Assign one of the following roles to each group: students, teachers, school administrators (school and/or central office), community agency workers, and parents. (If your training group is quite large, you can suggest a sixth group—community-at-large—or you can form more than one of each of the five groups identified above.)

2. Provide each group with newsprint, masking tape, and a felt-tip marker. Instruct each group to identify eight to ten benefits of service learning from their unique perspective—as student, teacher, parent, and so on. Ask each group to write their responses on the newsprint.

3. Next, ask each group to select, from among their list, the top five benefits they think service learning provides. Instruct each group to circle the top five benefits on their lists.

4. After all groups have selected five benefits of service learning, post the lists and ask each group to make a short presentation in which they talk about the items and why they were selected. Encourage members of other groups to ask questions and seek clarification.

5. Provide each participant with copies of Handouts 10 and 11. Review the benefits of service learning outlined on the handouts and compare and contrast them to the benefits identified by the participants.

6. Next ask participants to provide responses to the following: "The trouble with service learning is...." Again ask participants to form responses from the perspectives of the roles they have been assigned and to list them on newsprint.

7. Post the lists and ask each group to make a short presentation in which they talk about the items and why they were selected.

8. Once all groups have had an opportunity to make short presentations, review each of the lists and ask participants to discuss how, in the planning and development stages of a service learning program, they might address some of the potential problems.

9. Conclude the activity by making the point that much like any endeavor, service learning will be most successful when the benefits outweigh the costs. Remind participants that although the benefits of service learning can be many, it is not cost-free or risk-free. Suggest that there are many decisions that can be made along the way that can dramatically reduce the costs and amplify the benefits of service learning and that careful planning and development are critical to the creation of quality programs.

Note: If you use panels of students, community agency workers, and so on in your training, ask them to comment on the benefit and problem lists fashioned by the groups playing their respective roles.

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Service Learning Assists Students to:

1. Develop the capacity for action.
2. Develop self-worth and self-assurance.
3. Develop citizenship skills and attitudes.
4. Achieve intellectual development and academic learning.
5. Become socially responsible.
6. Become more motivated towards learning.
7. Gain a better understanding and appreciation of people with diverse backgrounds and life situations.
8. Increase knowledge of career opportunities in service-related fields.
9. Work to address real community issues/problems.
10. Develop an active sense of cooperation and collaboration for the purpose of solving real issues/problems.
11. Find relevance in classroom learning.

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Summary of Service Learning Outcomes

Teachers

1. The curriculum is broadened and deepened to create a richer context for learning.
2. As students gain reasponsibility for their learning, teachers gain new roles as mentors and guides as well as presenters of information.
3. Service learning holds the promise of partnership—quality relationships between teachers and students.
4. Service learning requires performance-based methods of evaluation.
5. Staff collegiality improves as staff work together in an interactive learning environment.
6. Mutually beneficial school/community partnerships are formed.

The School

1. Service learning addresses many of the key education reform objectives.
2. Benefits to schools include provision of valuable service in an enhanced school climate.
3. Partnerships between school and communities are nurtured, resulting in citizen and community development and enhanced public relations.

The Community

1. Service learning contributes to community development and renewal.
2. Recipients of service benefit from direct aid, human involvement, and personal empowerment.
3. Agencies receive an infusion of creativity and enthusiasm from participating youth.
4. Service learning helps students become invested in their communities as community-minded citizens.
5. As youth contribute through service to the common good, they are seen to be one of the community's greatest resources.

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5. Service Learning Panels:

Voices from the "Real World"

> "No surprises! I can't stress it enough. Everyone—the school secretary, custodians, cooks, nurse, principal, elective teachers—is affected when students leave the building. They need to know what's happening and why it's important. You and your students have to sell them on the idea of service learning so they'll be your allies. Teachers may not think of all these groups, but they're important to the administrator. And then there are parents and the district administration..."
>
> David Patton, Middle School Assistant Principal

Background Notes

Implementing service learning projects involves many stakeholders, often with concerns and issues that are very different from those of classroom teachers. Thus, we have found it extremely helpful to invite panels of other stakeholders—specifically, school administrators, students, and representatives of community agencies where students might be providing service—to interact with teachers at our summer institutes. Through these panel discussions, teachers gain insight into factors they must take into account if their service projects are to be considered successful by others in the community.

Two or three panelists for groups of adult stakeholders is adequate. With adults, it is important to point out that they are not making formal presentations to the group. The panels usually work best if each panelist talks informally and briefly (approximately 10 minutes) about their concerns and issues. These presentations are then followed by a general discussion period, which we have found generates lively conversation and exploration of how the needs of teachers and others can be addressed simultaneously.

We have found that a group of three or four is preferable for students, who find some strength in numbers when presenting to adults. Having the students' teacher with them is also helpful, since she/he can provide background on the goals of the unit and can draw out significant perspectives that students might not share without appropriate prompting. Depending on how comfortable the students are presenting to adults, they may make an opening statement describing their project or the entire session may be done question-and-answer style. If students have samples of work that they did in connection with the unit, bringing the work is a good idea; not only do teachers gain useful ideas from the work, it provides a stimulus for conversation.

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Conducting the Activity: Student Panel

Training Goals: Participants should be able to: (1) identify benefits of service learning as identified by students, (2) list characteristics of service programs that students view as positive, and (3) describe ways of using input from students to improve their own service projects.

Suggested Time: 1 to 1-1/2 hours

Materials Needed: None

Preparation: Through a teacher whose work with service learning you know well, identify three or four students who can serve as a panel on the students' perspective on service learning. If possible, use middle school students to present to middle school teachers; however, if that is not possible, interacting with high school students can also be useful for middle school teachers. Invite the students to bring along any work they produced in the unit that the service project enhanced. Talk with the students and teacher about how they would be most comfortable structuring the panel discussion—with one opening presentation by the group followed by questions and answers, individual presentations followed by questions and answers, or simply a question-and-answer session. In advance, provide students with the following questions as a means of thinking through the information they wish to present or preparing for the questions teachers are likely to ask:

- What service activities have you been providing to others?
- What do your service activities have to do with what you are learning in the classroom?
- What are some of the things that you learned from your service experience?
- What was your biggest surprise during service?
- What was the most memorable experience during service?
- Looking back at your service experience, what do you feel best about?
- Is there anything that disturbs or puzzles you about the service experience?
- Has your service experience changed the way you think about people, issues, problems, and so on?
- Because of your service experience, do you view school and learning differently?
- Would you recommend that service learning be offered to other students? Why? Do you want to be involved in other service learning experiences? Why?

If you used the activity "Perceptions of Service Learning," you may want to share with the students the list of issues that teachers thought students would raise about service learning so that they can respond to those issues.

Training Agenda:

1. Introduce the students and teacher to the group and explain how the panel discussion will be structured. As the panel proceeds, intervene with questions when needed to keep the discussion lively.

2. At the conclusion of the panel, allow time for teachers to speak individually with students and to examine student work more closely.

3. Bring closure to the panel by asking participants what they gained from the panel regarding the benefits of service learning from the students' perspective, what characteristics of service programs students view positively, and how the input from students could be used to improve their own plans.

Conducting the Activity: Administrator Panel

Training Goals: Participants should be able to: (1) identify benefits and challenges of service learning as identified by administrators, (2) list characteristics of service programs that administrators view as positive, and (3) develop a strategy for gaining administrative support for their service projects.

Suggested Time: 1 to 1-1/2 hours

Materials Needed: None

Preparation: Identify two or three middle school administrators who have some experience with service learning (not community service) and invite them to serve as a panel on the administrator's perspective on service learning. Explain to the administrators that you would like each to give a brief opening presentation (no more than 10 minutes) in which they informally describe issues or concerns that are most important to administrators. The opening presentations will be followed by a question-and-answer period. In advance, provide administrators with the following questions as a means of thinking through the information they wish to present or preparing for the questions teachers are likely to ask:

- What concerns about service learning do you most often hear from other administrators? Other teachers? Support Staff? Parents? What information do you need to deal effectively with those concerns?
- What liability or legal issues most concern you? How can teachers avoid problems in these areas?
- How important is the curriculum link to you? How can teachers best demonstrate that link?
- When do you want to know about a planned service project?
- How can you help a team of teachers who is planning a service project? How can they help you?
- From the administrator's perspective, what are the greatest benefits of service learning? What are the most important concerns?

- How did you come to be a supporter of service learning? How can teachers reach out to other administrators and gain their support?

If you used the activity "Perceptions of Service Learning," you may want to share with the administrators the list of issues that teachers thought administrators would raise about service learning so that they can respond to those issues.

Training Agenda:

1. Introduce the administrators to the group and explain how the panel discussion will be structured. As the panel proceeds, intervene with questions when needed to keep the discussion lively.

2. Following the panel, allow time for teams to meet and develop a strategy for gaining administrative buy-in and support for their project as soon as possible. You might wish to share the plan of a middle school team that attended an SSEC summer institute; an assistant principal attended the institute with the team, a strategy that proved invaluable, as he was able to foresee and forestall problems from the administrative point of view. As soon as the team returned home from the institute, they invited their principal, the district superintendent, and the administrator in charge of middle school curriculum to lunch. At the lunch (paid for by the teachers), they presented their plans for two service-enhanced interdisciplinary curriculum units and asked for the administrators' input and advice. Throughout the school year in which they implemented their projects, they kept these administrators advised of their activities, sought their help in finding outside funding, and invited them to project activities (the superintendent visited the seven sites at which the students were providing service in May). The assistant principal continued to play a vital role on the team, handling parent inquiries and networking with other school staff.

Conducting the Activity: Community Agency Panel

Training Goals: Participants should be able to: (1) identify benefits of working with schools as identified by community agency representatives, (2) list characteristics of service programs that community agency representatives view as positive, and (3) develop a strategy for working in partnership with community agencies.

Suggested Time: 1 to 1-1/2 hours

Materials Needed: None

Preparation: Identify two or three community agency representatives who can serve as a panel on the agency's perspective on service learning. If possible, invite representatives of two or three different types of agencies (e.g., food bank, city park, nature preserve, natural history museum, Head Start program, homeless shelter); the volunteer coordinator is usually the best qualified person for this purpose. Ask each community agency representative to open with a brief (no more than 10 minutes) description of their work and factors that enhance cooperation with school—especially middle school—groups. Explain that the opening presentations will be followed by questions and answers. In advance, provide community agency representatives with the following questions as a means of thinking through the information they wish to present or preparing for the questions teachers are likely to ask:

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- Please describe your agency and the role you play in your agency.
- What types of service relationships has your agency established with school-based programs? Do you initiate the contacts or do they generally come from the school?
- Why would your agency want to get involved with schools to provide service opportunities for students?
- What concerns you most about student and/or teacher requests for service placements?
- What organizational needs do you want to communicate to the school before entering into an agreement?
- What questions do you need to have answered about the school programs before entering into an agreement?
- What suggestions do you have for teachers seeking to place students with a community agency for a service experience?

If you used the activity "Perceptions of Service Learning," you may want to share with the panelists the list of issues that teachers thought agencies would raise about service learning so that they can respond to those issues.

Training Agenda:

1. Introduce the community agency representatives to the group and explain how the panel discussion will be structured. As the panel proceeds, intervene with questions when needed to keep the discussion lively.

2. Following the panel, allow time for teams to meet and create a strategy for developing a partnership with community agencies.

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6. Reflection

> "And the Grinch, with his Grinch-feet ice cold in the snow, stood puzzling and puzzling: "How could it be so?"...And he puzzled three hours, till his puzzler was sore, then the Grinch thought of something he hadn't before."
>
> Dr. Seuss. *How the Grinch Stole Christmas*

Background Notes

In 1993, the Alliance for Service-Learning in Education Reform identified student reflection as one of the key elements providing educational integrity to service learning. Recognized as one of the elements of good practice in service learning, reflection is the framework in which students organize and sort out information and ideas gained from their service learning experience. Through reflection, students analyze and relate their direct service learning experience with classroom and other life events.

Reflection also provides students an opportunity to develop a greater sense of themselves. Through reflection students are afforded occasions to acquire insights into assumptions and prejudices, to build on strengths and set goals, and to further question and take action on issues and problems they confront during the service learning experience.

Most teachers who have been involved in implementing service learning programs are quick to point out that, even though it is critical to the service learning process, getting students to reflect on their experiences is a difficult task to accomplish. At least part of the difficulty arises from the fact that most adults find reflection difficult. Students lack good role models in this area. Teacher Pat Grimley of St. Charles, Michigan, found that writing her own reflections after each service experience provided a valuable model for students. Pat also shared her reflections with students, giving them an idea of what reflection "looks like" in practice. Furthermore, her reflections provided valuable input for modifying the service-enhanced unit in the next school year.

Another challenge facing student reflection has to do with teacher time and energy in planning and implementing service learning programs. Service learning programs demand tremendous amounts of effort from teachers. Often times, after working to develop real connections between curriculum and service, and then managing to get students safely to and from a service activity, teachers become fatigued, causing programs to be concluded as soon as students step off the bus upon return from their service experience.

In this activity, participants are provided opportunities to explore the following: (1) why reflection is important to service learning, (2) what service learning experiences students can reflect upon, (3) how student reflection sessions can be established and structured, and (4) when and where student reflection should occur.

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Conducting the Activity

Training Goals: Participants should be able to: (1) provide rationales for making student reflection an integral part of service learning programs, (2) identify topic areas associated with the service learning experience and develop sample reflection questions for each topic, (3) understand that there are many methods for helping students reflect upon their service learning experiences, and (4) identify appropriate times and places for conducting student reflection.

Suggested Time: 2 hours

Materials Needed: Copies of Handouts 12 through 17 for all participants.

Preparation: Before beginning the activity, participants need to understand that student reflection is an integral part of the service learning experience. In fact, participants must understand that in the event student reflection is omitted, the service learning experience will be greatly compromised. We suggest that before the activity takes place, trainers reinforce the point that one of the major differences between community service activities and service learning is the provision of opportunities for student reflection.

Training Agenda:

1. Begin the activity by organizing participants into small groups of not more than five persons each. Tell participants that during this activity they will be provided an opportunity to explore why reflection is critical to the service learning experience, what parts of the service learning experience students might reflect upon, how to structure student reflections, and when and where effective student reflection takes place.

2. Provide each person with a copy of Handout 12. Instruct each group to develop a rationale statement that describes why student reflection is an essential element of service learning.

3. After groups have developed the rationale statements, ask them to share their responses. Discuss each of the responses and ask the group to identify the strengths reflected in each of the rationales. List the strengths and ask the group to develop a composite rationale for making student reflection an essential element of service learning. Provide each person with a copy of Handout 13, which provides different views relating to reflection and is provided for the participants' information and use in future trainings.

4. Next, tell participants that in any service learning program, there are numerous topics upon which students might reflect. For example, they might reflect upon how they felt before, during, and after a service experience, how they think they have contributed to a better community, and so on. Provide a copy of Handout 14 to each participant. Instruct each group to read the directions and answer the question posed in the challenge.

5. After groups have answered the question, instruct each to identify topics and sample reflection questions developed for the challenge. Provide a copy of Handout 15. Review the various topics and one or two sample questions from each topic area. Reinforce the point that many topics and questions can be posed for students to reflect upon.

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6. Tell groups that discussion questions, such as those posed on Handout 15, are one of many ways to structure a student reflection experience. Make the point that writing activities, presentation activities, and artistic activities may also be used. Provide each participant with Handout 16. Ask each group to follow the instruction provided on the handout.

7. Following the completion of the task on Handout 16, ask each group to provide one or two examples of reflection activities from each of the four categories: discussion, writing, presentation, and artistic. Provide each participant with a copy of Handout 17. Review different activities from each of the four categories and again make the point that there is no right or wrong way to structure student reflection. Also stress that in long-term programs, using a variety of reflection methods helps maintain interest and keep the process fresh.

8. Conclude the activity by asking participants to suggest best times and places to conduct student reflection. Make the point that there is no best time or place for student reflection and that the nature of the project should dictate these decisions. Stress that to be most effective, student reflection should be ongoing and varied.

Resources

Eyler, Janet, Dwight E. Giles, Jr., Angela Schmieda, *A Practitioner's Guide to Reflection in Service Learning: Student Voices and Reflections* (Nashville, TN: Vanderbilt University, 1996).

Goldsmith, Suzanne, *Journal Reflection* (Washington, DC: American Alliance for Rights and Responsibilities, 1995).

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Why Reflection: Challenge

Reflection, from the Latin word reflectere, "to bend back," is a means for reliving or recapturing an experience in order to make sense of it, to learn from it, and to develop new understandings and appreciations.

Develop a rationale for the role of reflection in service learning by asserting that "reflection is an essential element of good practice in service learning because..."

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Why Reflection?

"And the Grinch, with his Grinch-feet ice-cold in the snow, stood puzzling and puzzling: "How could it be so? ...And he puzzled three hours, till his puzzler was sore, then the Grinch thought of something he hadn't before."

Dr. Seuss, *How the Grinch Stole Christmas*

"All those things we had to do for service learning. Each one successively helped me to pull together what I'd learned. As you're going along, you're not really seeing what you're learning every minute. But, when you have to pull it together and really think about it, I think it helped me realize what had taken place."

Student

"Well, in my opinion, I think that what's helpful for me is to have personal reflection and also group reflection. So, if I was going to structure a program, I would definitely incorporate ways for both of those. One thing that's been really helpful for me, and I didn't think it was helpful before I ever got into this program, was having small group discussions. I think there's something really important in having a voice and sharing opinions and ideas and bouncing those off other people."

Student

"Genuine freedom, in short, is intellectual; it rests in the trained power of thought, in ability to "turn things over," to look at matters deliberately, to judge whether the amount and kind of evidence requisite for decision is at hand, and if not, to tell where and how to seek such evidence. If a person's actions are not guided by thoughtful conclusions, then they are guided by inconsiderate impulse, unbalanced appetite, caprice, or the circumstances of the moment. To cultivate unhindered unreflective external activity is to foster enslavement, for it leaves the person at the mercy of appetite, sense, and circumstance."

John Dewey, *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*, 1933

"If the power of reflecting on the past, and darting the keen eye of contemplation into futurity, be the grand privilege of man, it must be granted that some people enjoy this prerogative in a very limited degree."

Mary Wollstonecraft, *A Vindication of the Rights of Women*, 1792

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What to Reflect Upon: Challenge

As part of your interdisciplinary unit on poverty in America, you and your students have just returned from working in a shelter for homeless people. At the shelter, students worked with staff and other volunteers to prepare and serve lunch to the residents. Students also ate and conversed with shelter residents during and after lunch. You are back in the classroom and now want students to reflect upon and discuss the experience. What topic(s) and questions would you pose to students for reflection?

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What to Reflect Upon?

One of the most important aspects of the reflection process is selecting topics that form the foundation for student reflections. In her book *Community Service-Learning: A Guide to Including Service in the Public School Curriculum*, Rahima Wade suggests the following topic areas and sample questions:

Events

What happened at your service project this week?
How did people respond to you?
What problems did you experience?
How did you respond to the problems?
What successes did you experience?
What is your biggest challenge in this project?
What are your plans for next week?

Self

How did you feel participating in your service activity this week?
What skills did you use in helping others?
How did you make a difference this week?
What aspects of the service activity did you find most interesting?
What aspects of the service activity did you find most challenging?
What additional skills or knowledge would increase your ability to make a difference?

Others

Who are the people with whom you are working?
What are their values, hopes, and dreams?
What do they have in common as a group?
How are they different as individuals?
How do they perceive their needs and problems?
How do they work for change in their lives?
What forces limit their effectiveness?

From: Rahima C. Wade, *Community Service Learning: A Guide to Including Service in the Public School Curriculum* (New York: State University of New York Press, 1997).

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Service

What do you gain from working with others?
How do you benefit from your efforts?
Is making a difference easy or difficult? How?
What or who helps you make a difference?
What or who makes it hard for you to make a difference?
Do you think everyone should help their communities? Explain.
What values or beliefs are most consistent with serving others?

Societal Issues

What issue is your project addressing?
If your project is successful, what difference will it make for people?
What new knowledge have you learned about this issue?
How is this knowledge informing your actions?
What human needs or problems are created by this issue?
What historical events are connected with this issue?
What are the current political, economic, and social contexts influencing this issue?
What are the best means in your opinion for trying to create change about this issue?

Citizenship

What is a good citizen?
What type of citizen do you think you will be when you grow up?
What are the ways that citizens help their communities?
How does a democracy depend on civic participation?
What would happen in our democracy if everyone helped?
What would happen in our democracy if no one helped?
Is service an essential aspect of being a good citizen? Why or why not?

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How to Reflect: Challenge

Teachers can use many methods to encourage student reflection in service learning projects. Reflection activities will differ according to the ages of the students, the goals of the program, the time and materials available, and the topic on which students are reflecting. Generally reflection activities fall into one of four categories:

- Discussion Activities
- Writing Activities
- Presentation Activities
- Artistic Activities

For each of the four categories of reflection activities above, suggest a specific reflection activity for the hypothetical middle school group that visited and worked in the homeless shelter as part of their Poverty in America unit.

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How to Reflect

Sample Discussion Activities

Numbered Heads. Divide students into groups of five. Students number off in their groups from one to five. After the teacher presents a reflection question, each group discusses the question for a few minutes. The teacher then chooses a number card randomly from a stack of cards numbered one through five. Only students with that number are invited to respond to the question. The activity proceeds with new discussion questions until each number has been selected and every student has had an opportunity to speak.

Quote Responses. The teacher puts several quotes on the chalkboard. Students are asked to discuss their service experiences in light of one or more of the quotes.

> "There are no passengers on spaceship earth. Everybody's crew."
> Marshall McLuhan

> "The value of experience is not in seeing much but in seeing wisely."
> Sir William Osler

> "Ask not what your country can do for you, ask what you can do for your country."
> John F. Kennedy

> "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."
> Dr. Seuss

> "Anyone can be great because anyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve...You only need a heart full of grace, a soul generated by love."
> Dr. Martin Luther King, Jr.

Metaphor Making. The teacher poses a question in the following form, "In what way is service in the community like ___________."

baking a cake
hugging a friend
running a race
planting flowers

From: Rahima C. Wade, *Community Service Learning: A Guide to Including Service in the Public School Curriculum* (New York: State University of New York Press, 1997).

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Talking Stick. Students sit in a large circle. In order to speak, an individual must be holding the talking stick. The stick can be passed around the circle or randomly. If the stick is passed around the circle, students should be informed that they could pass. The activity limits teacher talk and courages everyone to express his or her opinion on a given issue or question.

Individual Conference. Teachers can hold conferences with each student involved in the service learning activities. Conferences can include a standardized set of questions asked of all students or can be conducted on a more informal basis.

Sample Writing Activities

Faces. Students are asked to draw a face to represent their day. The pictorial symbols help them to recognize and identify emotions experienced during the service experience. Students are then asked to write a description of the feeling and the reasons for the feeling.

My Turn Essays. Adapted from "My Turn" essays, which appear in each issue of *Newsweek*, students write editorials relating to the issues they are working with in their service projects.

Journal. The most common of all reflection activities is the journal. Students can write daily or weekly entries about their experiences, feelings, reactions, and opinions. Teachers can structure journal entries by providing students with specific questions. It is important for teachers to read student journals periodically. Students should be told that they do not have to share feelings that they might be uncomfortable sharing with others.

Publicity. Direct students to write articles about their service learning projects for a newsletter or magazine. They can also create brochures or other promotional materials for recruiting future participants. All these activities require students to reflect on their service learning activities and to consider how this information can best be communicated to others.

Perspective Writing. Perspective writing is an exercise that can help reinforce the empathy learned in service as well as generating creativity and reflective thinking. Servers are asked to write from the perspective of the people they are serving. This activity encourages students to "walk in the moccasins" of the people they are trying to help and imagine what it is like to live in their world.

Sample Presentation Activities

School Display/Presentation. Teachers can build awareness and support for their service learning activities in school while fostering student reflection through student displays and presentations. Displays in shared spaces such as the library, lunchroom, gym, and hallways will be seen by most of the people in the school. Students can schedule informal lunch time talks on their service activities or offer to give brief presentations in other classes. Presentations at the school's parent-teacher organization might help to develop parent support or provide for additional funds for service learning.

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General Public Presentations. Students can present what they have learned publicly at the local library or recreation center. Public presentations of service learning activities may reach more people if offered along with existing events such as parades, community fairs, or candidates forums. Where an event is held may greatly influence who attends.

Policy Presentations. Students could present their projects at a local school board or town meeting council. This type of presentation should be integrated with a proposal the group is considering, for example, constructing a bike trail or refurbishing a local park. Students should carefully prepare for such presentations, as it is likely that their presentation time will be limited to a few minutes. It is important that their presentation offer valuable information relevant to the policy being considered.

Sample Artistic Expression Activities

Visual Arts. Students can draw, paint, or sculpt their service experiences. A diversity of experiences can be represented in a collage or quilt. A diorama or shoe box scene can offer students the opportunity to depict a key event or turning point in their service experience.

Music. Students can write songs or compose instrumental pieces to represent what they have learned from their service experience. Teachers can encourage students to share their music publicly to inspire others' involvement in their communities.

Theater. From skits and role-plays to dramatic productions or musicals, students can reflect on their service experience through the theater. Producing a play will likely involve writing, discussion, and artwork as well.

Dance. Another suitable mode for the kinesthetic learner, dance is an exciting means for students to represent feelings, values, and ideas resulting from their service involvement.

Technology. Students can document their service activities in photos, a slide show, or video essay. Reflection comes into play in editing and organizing the images to tell a story. More recent technology, such as interactive computer programs, CD-ROMS, and laser disc, can provide additional challenges and reflection experiences for students.

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7. Assessing Service-Enhanced Curriculum Units

"To design an authentic test, we must first decide what are the actual performances we want students to be good at and must pay careful attention to what we mean by evidence of knowing."

Grant Wiggins

Background Notes

Clearly, assessment is an integral part of teaching, one that should identify how well students and teachers have met their goals and assist them in improving their knowledge and abilities. Because the outcomes of integrated service learning projects are multiple—and sometimes unanticipated—assessing service learning projects is a complex process for which teachers should begin planning early.

In addition, the variety of outcomes found in service learning units suggests use of several methods to assess student performance. For example, teachers will probably find it difficult to develop one assessment task that assesses gains in student knowledge about science concepts and social studies concepts, gains in their skill working with people of varying ages, and changes in their attitudes toward participating in civic activities. A rich, varied assessment plan maximizes the chances that students and teachers can demonstrate success.

In planning and conducting staff development programs for middle school teachers, we have found assessment to be one of the most difficult topics to present well. You simply cannot conduct a short course in evaluation in the time available within a service learning training program. Thus, we have designed the following activities to bring several important ideas to the attention of teachers and to introduce them to a process for planning assessments. Continued follow-up and support as assessments are developed and tried are key to helping teachers feel that they have done a good job in assessing their service learning projects.

The first activity introduces teachers to some ideas that have emerged from the work in authentic assessment over the past several years. Teachers then analyze several assessments that have been used in assessing service learning projects to determine to what extent they meet these criteria. The second activity introduces a process for planning assessments and asks teachers to apply the process to a case study. The activity concludes with team planning time to work on their own assessment plans.

Conducting the Activity: Establishing Criteria for Sound Assessment

Activity Goals: Participants should be able to: (1) explain several purposes that assessment can have, (2) list criteria for sound assessments, (3) use the criteria to evaluate and improve an assessment, and (4) explain why a diversified assessment plan is desirable when assessing service learning projects.

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Suggested Time: 1 hour

Materials Needed: Overheads made from Transparency Masters 6 and 7; overhead projector; enough copies of Handouts 18 through 21 so that each team has one handout; posting paper and markers or chalkboard and chalk

Preparation: Make the required copies of handouts and overheads. If feasible, you may want to assign participants to read Chapter 5 of *Service Learning in the Middle School Curriculum: A Resource Book*, by Ron Schukar, Jacquelyn Johnson, and Laurel Singleton (Boulder, CO: Social Science Education Consortium, 1996), which provides a good overview of assessing service-enhanced projects.

Training Agenda:

1. Begin the session by writing the words *accountability* and *assessment* on the chalkboard. Ask participants to call out some responses they have when they see these words. How do these words affect them? What emotions do they experience?

2. Point out that *accountability* and *assessment* are terms that evoke powerful emotions, emotions that can make working on these issues very difficult. Yet, in a climate of ever-increasing accountability in education, assessment is more important than ever. By thinking broadly about assessment as a tool that can be used for many purposes, teachers can allay their fears about this emotion-laden area.

3. Conduct another quick brainstorm, this time focusing on the purposes of assessment. Post teachers' responses. Summarize the brainstorm by pointing out that assessment helps teachers and students improve in a variety of ways. Project the overhead made from Transparency Master 6 and highlight these four purposes as ones that will be focused on as the group works on assessment plans. You may want to distinguish between summative evaluation, used to document achievement and program effectiveness (the first two bulletted items), and formative evaluation, used as a source of feedback for improving teaching and learning (the last two items). Participants may ask how assessment and grading are different. Point out that assessment measures achievement—how well students are meeting the unit's goals/outcomes. Grading is virtually always based at least partly on achievement but may also involve such other factors as participation, effort, and improvement.

4. Ask how many of the participants have attended some training about authentic assessment. While you are not providing a course in authentic assessment, work in that area can certainly be useful in planning for assessment of service-enhanced units. You are going to draw on the work in authentic assessment to propose four criteria for sound assessment practice that participants may use in developing their assessment plans. Project the overhead made from Transparency Master 7 and go over the four points with the group. The following information may be useful in going over the four points:

- A service-enhanced interdisciplinary unit is likely to have many objectives/outcomes. Teachers do not have the time or the energy to formally assess every objective. Thus, formal assessment should focus on the most important outcomes. Sometimes teachers will be entranced by a wonderful idea for an assessment only to figure out after investing considerable time and effort into its development that it does not give them any information about whether their most important objectives were achieved.

- Criteria can be communicated to students in a wide variety of ways. Perhaps the most robust is a trait-specific rubric, which specifies and describes several levels of performance on each of the characteristics of a performance that are important to the teacher. However, such other tools as scoring guides, checklists, and sample student work at various levels of performance are also useful ways to communicate expectations to students. Students can also learn to develop their own rubrics, a process that can help them gain ownership of the standards of excellence. The better criteria for success are communicated to students, the more opportunities for success students have and the more likely they are to internalize what constitutes good work.
- Good service learning projects are by their very nature authentic—they involve using knowledge learned in the classroom, along with higher order thinking skills, to develop a plan for solving a real problem in the community.
- Because reflection is such a key component of service learning, this criterion of sound assessment practice dovetails perfectly with service learning. Not only will students who learn strong reflection skills learn more from their experiences, they will also be better able to assess and self-correct their own actions.

Allow time for participants to ask questions and express their thoughts about these four criteria.

5. Tell participants that you are going to give them the opportunity to analyze some examples of assessment plans that teachers have used in assessing service learning projects. They are going to work in their teaching teams; each team will be given a handout containing a very brief description of a teacher's service learning project, a list of his/her goals, a brief description of the overall assessment plan, and a copy of one of the assessment tools used. Their task is to rate the assessment plan and the example tool provided according to how well they meet the criteria for sound assessment practice and make suggestions for improvement. Organize the group into their teams and distribute the handouts.

6. When groups have had time to do their analysis, organize the report-out according to how many groups have each handout. If only one group has each handout, they should describe the task, give their analysis of how well the task met the criteria, and provide their suggestions for improvement. If two groups have each handout, one could describe the task and give their analysis and the second group could suggest improvements; alternatively, one group could cover all three aspects of the report-out and the second group could indicate how their analysis differed from that of the first group. However you divide the work, make sure that each group with a particular handout gets to comment on the assessment task. Allow time for large-group discussion after the report(s) on each handout.

7. Ask the group to reflect on what they got out of analyzing these tasks. Note that while they may not have liked the assessments they analyzed, the four teachers represented did try to assess some challenging outcomes and have provided some ideas to react to. Point out that assessing these kinds of outcomes involves taking some risks; while the first attempt may not be entirely successful, it will lead to an improved assessment the next time.

8. Point out that the four teachers used some very different approaches to assessment. Explain that in assessing service-enhanced interdisciplinary units, it is important to include more than one approach. Outcomes are generally so diverse that they cannot all be assessed in one performance or piece of work; furthermore, students with different learning styles have a better chance of demonstrating success if teachers offer varied opportunities to show what they have learned. If students' chances of being successful are greater, teachers' chances of being successful are also greater.

Conducting the Activity: Using a Process for Planning Assessments

Activity Goals: Participants should be able to: (1) describe a process for developing assessments, (2) apply the process to a case study, and (3) adapt the process for their own use.

Suggested Time: 2 hours

Materials Needed: Overheads made from Transparency Masters 8 through 11; overhead projector; enough copies of Handouts 22 and 23 for all participants; posting paper, markers, and tape

Preparation: Make copies of the handouts and overheads.

Training Agenda:

1. Review with participants the "principles" of sound assessment practice covered in the previous activity. Point out that while these principles provide some checks against which to compare their assessment plans, they may still find the prospect of developing an assessment plan to be rather daunting. Having an organized process in mind can be helpful.

2. Project the overhead made from Transparency Master 8 and explain that it provides a process for developing assessments. Go over the process presented on the overhead. You may want to point out that this process parallels the planning they have been doing in terms of instruction—thinking about their goals and the kind of instruction that is needed to reach those goals.

3. Use the examples provided in Transparency Masters 9 through 11 to illustrate the process of developing an assessment plan. Allow time for participants to critique the ideas presented in these examples.

4. Explain that participants are going to apply the process to a case study. Ask them to imagine that they are assessment consultants who have been asked to help a team of middle school teachers design an assessment plan. Give each team copies of Handout 22, which describes the unit designed by the teachers they will be consulting with. They are to develop an assessment plan using the process presented on Transparency Master 8. If your time is limited, you may want to have each team focus on one goal. Provide each team with posting paper and markers to use in sharing the results of their team work.

5. Ask the teams to report out on their work. Focus a discussion on which outcomes were most difficult to devise an assessment plan for. What approaches seem to hold the

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most promise? What approaches were considered and rejected? Why? What should teams do if they find they have an outcome or goal that cannot be assessed? (Revise or eliminate that goal)

6. Often, attitudinal goals are among the most difficult to assess. If participants have attitudinal goals for their units, you may want to spend some time discussing ways of assessing such goals. Many teachers are concerned because they believe that attitudinal goals should not be part of grading. Reassure them that they can evaluate whether attitudinal goals were met in order to see whether they were successful in changing students' views without having to include that element in grading. You may also wish to show participants Handout 23, which is a sample attitudinal survey that they can adapt for pre/post unit use with students. Generally, teachers would not want to include this many questions on an attitude survey; they are simply provided as models. Teachers' observations, reflective writing, discipline referrals, and students' reports of their own community activities are also methods that can be used to assess attitudinal goals. Finally, remind participants that one unit is a relatively "weak treatment" compared to all of the other influences on a child; thus, they should have reasonable expectations regarding how much they can influence students' attitudes.

7. Allow time for teams to work on plans for assessing their own units. If time permits, have each team share its plan with one other team and get feedback.

Resources

"Assessing an Integrated Service Learning Project," Chapter 5 in Ron Schukar, Jacquelyn Johnson, and Laurel R. Singleton, *Service Learning in the Middle School Curriculum: A Resource Book* (Boulder, CO: Social Science Education Consortium, 1996), pp. 131-148.

Batenburg, Mark, and Denise Clark Pope, *The Evaluation Handbook: Practical Tools for Evaluating Service Learning Programs* (Palo Alto, CA: Service Learning 2000 Center, 1997).

Herman, Joan L., Pamela R. Aschbacher, and Lynn Winters, *A Practical Guide to Alternative Assessment* (Alexandria, VA: Association for Supervision and Curriculum Development, 1992).

Lustig, Keith, *Portfolio Assessment: A Handbook for Middle Level Teachers* (Columbus, OH: National Middle School Association, 1996).

McCollum, Steven L., *Performance Assessment in the Social Studies Classroom: A How-To Book for Teachers* (Joplin, MO: Chalk Dust Press, 1994).

Miller, Barbara, and Laurel R. Singleton, *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education* (Boulder, CO: Social Science Education Consortium, 1997).

Newmann, Fred M., and Gary G. Wehlage, "Five Standards of Authentic Instruction," *Educational Leadership* (April 1993), pp. 8-12.

Assessment Provides:

- Input for grading.
- Evidence of program effectiveness.
- Direction for improving instruction.
- Feedback that helps students improve their performance and, over time, learn to evaluate their own work.

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Sound Assessment Practice

- ➲ Assessments should be tied to teachers' most important outcomes/goals. Instruction must be aligned with both outcomes and assessments.
- ➲ Teachers should identify the criteria for successful completion of a task and clearly communicate those criteria to students.
- ➲ Assessments should involve authentic work. That is, they should require students to use higher level thinking skills and to *use* knowledge, not just reproduce information. To the extent possible, the work produced should have value beyond the school setting, either by having an authentic audience or by resembling the real-world applications of what students have learned in class.
- ➲ Students should learn to reflect on and assess their own work.

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Planning for Assessment

- What are the goals of our integrated unit?
- What evidence will indicate that our students have achieved the specified outcomes?
- What kinds of assessment tasks can we design to generate such evidence?
- How will we communicate our expectations and criteria to students?

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Transparency Master 9

Outcome

Students will be able to communicate, in writing, a position on a public issue.

Evidence/Indicator of Achievement

Students can write persuasive letters to a public official, an acquaintance, or a newspaper.

Possible Assessment Tasks

Persuasive letter-writing exercise

Communicating Expectations

District persuasive writing rubric

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Outcome	Evidence/Indicator of Achievement
Students will show a greater sense of personal efficacy (belief that one's actions can have a positive effect on others and/or the community).	Students express greater belief in their ability to affect the community. **Possible Assessment Tasks** Attitude survey Reflective writing exercise (journal or other assignment) **Communicating Expectations** Reflective writing checklist

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Outcome	Evidence/Indicator of Achievement
Students know how to take part in civic life at school, community, local, state, national, and international levels.	Students evaluate the usefulness of various forms of political participation in influencing public policy. Students know how to monitor public policy by locating appropriate information, evaluating the information, and recognizing gaps in information. Students know how to influence public policy by communicating positions orally and in writing in order to influence others. **Possible Assessment Tasks** Create a notebook on a public policy issue that includes: 1. A record of how the issue was monitored. 2. A statement of a position on the issue, with reasons for taking that position. 3. A well-justified plan for influencing public policy on the issue. **Communicating Expectations** Checklist and sample notebooks created by students in last year's class.

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Case Study 1

Jackie Johnson, an eighth-grade teacher at Campus Middle School in the Cherry Creek (CO) School District, assigns students to do research projects on social issues; students present their research projects in papers that combine elements of research and position papers. Each student must then identify and complete a service project related to the issue studied. Jackie's goals for this unit include the following:

- Students will gain in-depth understanding of a social issue.
- Students will be able to identify a problem in the local community related to the issue and develop a plan for addressing the problem.
- Students will be able to take and defend a position on the issue.
- Students will develop the "habit of mind" of reflection as a way to connect in-class and real-world learning.

Reflection activities include journal writing and small-group discussions of the service experiences.

Jackie assesses students' research papers. She also uses the attached assignment as an assessment for this unit.

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My Turn Essay Assignment

In more than 1000 issues of *Newsweek* magazine, the very last page has been devoted to a special **My Turn** essay, written by Americans from all parts of the country and from all walks of life. The editors of *Newsweek* explain that these essays "...allow many voices of our republic a chance to be heard..." Writers of My Turn essays usually focus on a serious issue affecting our society. These "first person" essays reveal how thoughtful Americans can be and how eloquent our own writing can be. Now it's **your turn** to write a **My Turn Essay**.

Your essay must be reflective—that means, it will include your thoughts, emotions, and feelings that you experienced by performing service in an area that interests you. Your essay will describe the community service you performed and (1) the impact it had on you personally; (2) the new knowledge you gained about the problem or issue you researched in the library weeks ago; and (3) your very own viewpoint and thoughtful opinion about the issue you researched and contributed service for.

Remember to use the first person. Be creative in establishing your position (i.e., you don't necessarily have to follow the strict guidelines of an occasion/position paper for this assignment). You must use the first person and you must defend your thesis. The rubric will follow along soon. This is a very important grade. Please do your best thinking and writing.

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Rubric: My Turn Essay

Make sure you read and understand each of the criteria used to grade this very important essay. If you've completed your service, this paper is due by the end of next week. Please do your very best writing.

Description of Issue and Your Service Experience

___**Exemplary:** A clear description of the issue and its importance to our society is given; description includes type of tasks performed (more than just "I went to the homeless shelter").

___**Proficient:** Description of service, issue, and its importance isn't immediately clear to reader.

___**Basic:** Description of issue and service is unclear and minimal; importance of this issue to our society has to be implied by the reader.

___**Pre-Basic:** Reference to issue and service is minimal, i.e., "I went to..."

Position Taken

___**Exemplary:** Your position is clearly stated and you cite evidence from your experience and earlier research to support your position. The position is an "informed" one that shows you understand the issues related to the larger social problem. Your position is convincing, but isn't necessarily positive (for example, the realization that the problem is complex and there are not easy quick solutions).

___**Proficient:** Paper contains some evidence from service and earlier research to support position taken, but more would improve upon the overall impact of paper.

___**Basic:** Paper lacks some evidence from service and makes only minimal reference to earlier research on the issue/problem.

___**Pre-Basic:** Paper "rambles," has no position, uses no supporting evidence from service experience and makes no reference to earlier research, issue or problem is not seriously considered by student.

Personal Impact on You

___**Exemplary:** A clear description of what you learned. For example, an insight you didn't have before or an affirmation of what you already believed about the problem/issue based on earlier research. Personal feelings about the service experience (frustrated, hopeful, etc.) are reflected upon and examined in-depth.

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___**Proficient:** Personal feelings lack explanations but provide some proof of the depth of understanding the issue/problem.

___**Basic:** Very difficult to determine the personal impact of service on the writer; feelings given seem somewhat superficial because they are not fully explained and not connected to service experience or earlier research.

___**Pre-Basic:** Personal feelings seem superficial and unconnected to the service experience and earlier research. Issue or problem is not seriously considered by student.

Style, Grammar, Mechanics

___**Exemplary:** Writer breaks away from the formal "occasion/position" format to demonstrate more personal, reflective, and creative writing style; title is creative and matches the content of the essay; essay is neat (pen or word-processed); has few (if any) mechanical errors; complete sentences and correct spelling. Paper obviously reflects a great deal of thought and has meaning to writer.

___**Proficient:** Few errors; writer has made an attempt at an informed, personal style of writing.

___**Basic:** Writing contains some errors; title seems "flat" and unconnected to content of essay.

___**Pre-Basic:** Writing appears to be a first draft; contains many grammar and mechanical errors.

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Case Study 2

Wendy Ewbank is an eighth-grade teacher at Madrona School in Edmonds, Washington. She involves her students in a service learning project called the Madrona Corps. Students do service twice each month throughout the school year; they work on problems in the community related to topics covered in the social studies curriculum. Among Wendy's goals are the following:

- Students will become more dependable, as individuals will be counting on their help twice a month.
- Students will appreciate diversity more by working with different kinds of people with special needs.
- Students will enhance their leadership skills by supervising or planning activities for others.
- Students will increase their ability to collaborate and cooperate by working together with adults and young people.
- Students will learn what it means to be a citizen—assuming social and civic responsibility by seeing that they can make a difference in their communities.
- Students will improve academic skills by thinking critically and applying skills to solve problems or help others solve them.
- Students will increase their own self-esteem by seeing that they are valuable to others.
- Students will improve their ability to evaluate their own progress.

Wendy gathers evaluation data on students' reliability from the community service agencies where students work. She also uses assessments in the course of her regular social studies program to look at change in understanding of citizenship and use of critical thinking skills. Another tool that Wendy uses to assess student progress toward achieving these goals is a reflective journal. Students are to write in their journals after each service experience and to prepare an end-of-semester reflection to be turned in with the journal. This can be a piece of written work, artwork, or a video. Wendy uses the attached assignment sheet and rubric to communicate her expectations regarding the end-of-semester project.

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> "I challenge a new generation of young Americans to a season of service: to act on your idealism by helping troubled children, keeping company with those in need, reconnecting our torn community. There is much to be done."
>
> —President Bill Clinton
> Inaugural Address, Jan. 20, 1993

Suggestions for Journal Prompts You Can Use Each Time You Write:

Being a volunteer at my site means...

What I would miss about being a Madrona Corps volunteer is...

One thing being a volunteer has taught me about myself is...

What being a volunteer has taught me about others is...

My volunteer job is easy because...

My volunteer job is difficult because...

My greatest success at the site this week was...

My biggest problem at the site this week was...

Other Topics:

Describe something you'd like to change in your community.

Describe a conflict that occurred and how you handled it. Then come up with three other alternatives you could use to solve that same problem

Offer suggestions to make this job a more meaningful experience. (Do not give me cop-out answers like "Change jobs"!)

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Reflection Rubric for Madrona Corps Project

Level 4: Outstanding Achievement:

Content: Clearly demonstrates how the student's individual learning objectives were met. Educates the viewer/reader about the school/community being served through this project.

Modes of Presentation: Product effectively communicates the realities of the volunteer site; gives the reader/viewer an accurate "picture" of the people, duties, challenges and successes. Creative, innovative treatment of clientele and content.

Depth of Reflection: Demonstrates evidence of personal growth (i.e., self-esteem, leadership, decision-making, conflict resolution), broadening of skill base and understanding of the organization and its mission. Honestly appraises strengths and weaknesses; offers suggestions for improvement of program (for self and others).

Level 3: Adequate Achievement:

Content: Demonstrates how most of the student's individual learning objectives were met. Gives some background information about the school/community being served through this project.

Mode of Presentation: Product effectively communicates the realities of the volunteer site; gives the reader/viewer an accurate "picture" of the people, duties, challenges, and successes.

Depth of Reflection: Demonstrates evidence of personal growth, broadening of skill base, and understanding of the organization and its mission. Honestly appraises strengths and weaknesses (of self and program).

Level 2: Rudimentary Achievement:

Content: Demonstrates how some of the student's learning objectives were met. Gives little or no background information about the school or community being served.

Mode of Presentation: Product does not convey a clear or accurate "picture" of the volunteer site (its people, student duties, challenges, etc.).

Depth of Reflection: Demonstrates little evidence of personal growth, broadening of student's skill base, or understanding of the organization and its mission.

Level 1: Minimal Achievement:

Content: Does not demonstrate whether the student's learning objectives were met. Gives no information about the school or community being served.

Mode of Presentation: Product gives a misleading picture of the volunteer site; is difficult for reader/viewer to follow.

Depth of Reflection: Demonstrates no evidence of personal growth, broadening of student's skill base, or understanding of the organization and its mission.

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Case Study 3

Julie Brosnan, Lisa Greenhill, Sabrina Ramirez, and Cristina Robles are an interdisciplinary seventh-grade team from Pollicita Middle School in Daly City, California. They developed an interdisciplinary service-enhanced unit called "Trash Bashers." The unit dealt with the reduction, reuse, and recycling of waste products at the school and in the community. Among the unit goals were the following:

- Students will be able to identify renewable and nonrenewable resources and their environmental and monetary costs.
- Students will be able to describe the concepts and processes of reducing, reusing, and recycling resources.
- Students will be able to produce a problem/solution business letter based on research.
- Students will argue a position on waste-related issues in writing and orally.
- Students will develop a conservation ethic and a sense of pride in the community.

The team used a number of approaches to assessing student learning, including quizzes, evaluation of group work, assessment of such products as business letters and brochures, and a portfolio. The team also administered a pre/post attitude survey. This survey is attached.

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ENVIRONMENTAL CHECKLIST

Please Answer Honestly with a "✓" in the Column that Best Describes Your Willingness to Do Each of the Actions Below	**I Can't**	**I Don't Want to**	**Easy I'll Do It**	**I Might**	**I'll Do It Sometimes**
Walk instead of asking for a ride					
Ride a bike instead of asking for a ride					
Help organize car pools					
Buy toys that will last, that you'll like a long time					
Save plastic containers to store leftovers					
Use dishes instead of paper plates; reusable cups instead of paper cups					
Save newspapers for recycling					
Use the back of writing and drawing paper					
Save envelopes and wrapping paper to use again					
Ask your school to buy recycled paper					
Save cans and bottles for recycling					
Use plastic bags over and over					
Avoid buying things in plastic containers or wrappers					
Turn off all water faucets tightly					
Fix drips and leaks					
Don't let water keep running when you brush your teeth					
Run dishwashers and washing machines only with full loads					
Don't use the toilet as a wastebasket					
Turn off lights when you're not using them					
Put garbage into a compost pile					
Plant trees					
Fix things instead of throwing them out					
Save parts from old bikes to fix new ones					
Give outgrown clothes to someone smaller					
Share books, games, magazines with your friends					
Talk to people about ecology					
Add things to this list and make copies for other people					

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1. What natural resources do you use every day?

2. Pick any three environmental actions from the front side of this paper that you think are the most important and explain why?

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Case Study 4

In 1996, Oregon's ballot included 27 issues for voters to decide on. Carol Works, a tenth-grade government teacher at McNary High School in Salem, designed a service-enhanced unit to improve her students' understanding of the issues and to help them educate others. Working in pairs, students were to choose an issue, research and prepare a written brief on the issue, lead and facilitate a public issues discussion on the issue, and participate in such discussions on other issues. As the service portion of the project, students made presentations on the issues and led discussions in other classes and set up displays and spoke at community events related to the election.

Carol's objectives for the unit were:

- Students will have an in-depth understanding of one ballot measure.
- Students will have adequate understanding of all the issues to cast an informed ballot.
- Students will be able to lead and facilitate a discussion on a ballot measure.

Carol assessed students' displays, as well as their participation in the public issues discussion. The tools she used in assessing these two aspects of the project are attached. Students also wrote reflective papers on the experience, but Carol did not have a scoring guide for the reflective papers.

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BALLOT MEASURE PROJECT	Scoring Guide
	This should be a creative, interactive, display. Don't be afraid to add other elements to get your point across. It should be informative and present both sides, while clearly stating your opinion.
Requirements:	
FACT SHEET: 1 page typed	☐ **1-10 pts.** relevant and reliable.
BACKGROUND: The problem and a discussion on how and why it became a ballot measure.	☐ **1-10 pts.** explore the problems and who has an interest in this measure passing or failing.
DISCUSS ARGUMENTS: For and against your measure.	☐ **1-10 pts.** explain both sides and why each side argues it is best for society.
ILLUSTRATIONS: Pictures, diagrams, illustrations on your topic.	☐ **1-10 pts.** illustrate the main idea or explain the problem using visual materials.
INTERVIEW: E-Mail, call, write, visit someone who is knowledgeable on your measure or the topic.	☐ **1-10 pts.** try to get one interview for each side of the issue.
POLL: Students or adults on their opinion or proposed vote on your measure.	☐ **1-5 pts.** poll a group of people and predict the election's outcome based on your results.
TAKE A STAND: Your opinion, an editorial type stand from both sides.	☐ **1-10 pts.** speak your mind and defend it. If you and your partner disagree…write both stands.
LIST REFERENCES: At least 5.	☐ **1-5 pts.** Who or what was used as resources.
FORECAST 20 YEARS INTO THE FUTURE: The outcome of a yes or no vote on your ballot measure. (1 page)	☐ **1-15 pts.** Support your predictions with research, facts, and opinions from experts in the field of your measure. Not what you want it to be, but what it probably will be.
CREATE A DISPLAY: To be set up during the Candidates' Fair. Make it informative as well as eye appealing.	☐ **1-15 pts.** This display should include all information needed to educate McNary students as well as others on a complex issue or measure.

Partner 1____________________
Partner 2____________________

1 ○ 2 ○

☐ **Total**
0-100 points

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Discussion of Public Issues
Student Assessment
Performance Criteria

Substantive	Procedural
Stating and Identifying Issues.	**Positive (+)** Inviting contributions from others.
Using Foundational Knowledge.	Acknowledging the statements of others.
Elaborating Statements with Explanations, Reasons, or Evidence.	Challenging the accuracy, logic, relevance, or clarity of statements.
Stipulating Claims or Definitions.	Summarizing points of agreement and disagreement.
Recognizing Values or Value Conflict.	**Negative (-)** Irrelevant distracting statements.
Arguing by Analogy.	Interrupting.
Student 1 ____________________ Student 2 ____________________ Student 3 ____________________	Monopolizing.
Student 4 ____________________ Student 5 ____________________ Student 6 ____________________	Personal attack.

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A Case Study in Assessment Planning

Mary Louise Lennon, Debi Weissling, Jean Farmer, and Patti Mason are a team of eighth-grade teachers from Jack C. Jordan Middle School in San Antonio, Texas. Jack C. Jordan Middle School has a school population of 1500 students, with about 40 percent Anglo, 40 percent Hispanic, 18 percent African American, and 2 percent other.

Because the team saw the need for middle school students to see themselves as citizens of the United States, they planned a service-enhanced interdisciplinary unit focused on fostering character and citizenship education. The guiding question for the entire school year is: What is the responsibility of a citizen? Character and citizenship responsibility are introduced in the first six-week grading period, with English, history, and reading taking the lead in introducing these concepts and science and math playing a supporting role when feasible.

In the second six-week grading period, students take part in their first service learning project. As preparation, students research and report to their peers on social issues of interest to them. They then focus on problems in their school community and how those problems can be addressed. Following a brainstorming, the class narrows their choices for service projects in the school community to three and organizes into groups to undertake the projects.

In the second semester, students expand their research and service to the community surrounding the school. They brainstorm the problems of the community and choose one to pursue, research current laws and information on the problem, conduct a community survey, develop an action plan, and execute the action plan.

Service goals for the unit are as follows:

- The student develops a sense of communal responsibilities.
- The student uses cooperation as well as independent thinking to achieve goals and objectives.
- The student is aware of the contributions made by others in their community.
- The student reflects critically on the service learning experience.
- The student communicates effectively, in writing and orally, to varied audiences.

The assessment of goals in the academic areas will be done individually in the particular subject area classes. However, the group would like to assess the service goals collectively. You have been called in to help them develop a plan for assessing their service goals.

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Service Learning Student Pre Survey

Section 1: Below are sentences with two different endings, one on the left and one on the right. Decide how you would finish each sentence. Fill in circle 1 or circle 4 if you strongly agree with one of the statements. Fill in circle 2 or circle 3 if you agree with one statement, but not as strongly. For example, in the first question, filling in circle 3 would mean you think taking a stand on political or social issues is "sort of" important.

Please fill in only one circle. Do not mark between circles. Remember, there are no right or wrong answers.

1. Taking a position on political or social issues...

is not that important to my community.	is an important way to improve my community.

1 2 3 4

2. Helping others without being paid...

is not something people need to do.	is something everyone should do.

1 2 3 4

3. Helping a needy person...

is something people should do only for friends and relatives.	is something people should do for anyone.

1 2 3 4

4. Protecting the environment...

is something I feel a strong need to do.	is something I prefer to let others do.

1 2 3 4

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5. Working to improve my community...

is an important job for everyone, including me. | is not my responsibility.

1 2 3 4

6. Writing a letter to a newspaper or elected official about a problem in the community...

can make a difference. | can't make a difference.

1 2 3 4

Section 2: During the past two months, how true were the following statements for you? Answer each statement by circling one number, first for school and then for outside school, including home.

1 = generally not true 2 = somewhat true 3 = very true

Over the past two months...	at school			outside school		
	not true	some-what	very true	not true	some-what	very true
1. My ideas and comment were taken seriously by adults.	1	2	3	1	2	3
2. I felt I made a contribution.	1	2	3	1	2	3
3. I received appropriate credit for my actions.	1	2	3	1	2	3
4. I made important decisions.	1	2	3	1	2	3
5. Adults took notice of my work.	1	2	3	1	2	3
6. I was free to solve problems on my own.	1	2	3	1	2	3
7. Other young people respected my ideas.	1	2	3	1	2	3
8. I participated in activities I had never done before.	1	2	3	1	2	3
9. I tried my hardest, gave my best effort.	1	2	3	1	2	3
10. I accomplished things I never thought I could do.	1	2	3	1	2	3

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8. The Politics of Service Learning

> "If you don't know where you are going to, you will end up somewhere else."
>
> Lewis Carroll
> *Alice in Wonderland*

Background Notes

Inherent in many service learning activities, especially those contending with social and/or environmental issues, is some sort of political statement. In many cases, the statement or agenda is subtle and recognizable only after close scrutiny. Consider, for example, a service learning program in which students study global food and hunger issues in their social studies class and, as a service activity, work at the local food bank. Is simply providing students an opportunity to package food for redistribution promoting a political agenda? If the goal of the service activity is students' taking responsibility for the feeding of hungry people, then the answer is yes. In this example, the political agenda is one of social idealism and social responsibility. By working in the food bank, students make the statement that the community, through public and private means, has a responsibility for people in need. On the surface, the activity seems harmless enough. However, to someone whose politics are consistent with Social Darwinism or, conversely, to someone who believes the government should address such social problems, the activity is likely to be problematic.

We believe that before any service learning project is implemented, political agendas should be considered, especially for projects that are purported not to have political agendas. Once "hidden" as well as intentional agendas are identified, we believe that it is the duty of teachers or program directors to actively provide students with contending political perspectives. In the example above, various viewpoints on public and private assistance might be discussed and debated. Even though these viewpoints might be contrary to our own value system and beliefs, we owe it to students and to academic integrity to raise countervailing points of view. By doing so, we will have acted proactively to address possible charges of teaching for political persuasion, broadened our students' understanding of philosophies and deeply held beliefs, and supported quality and balance in the academic setting.

In this activity, participants examine a service learning project for its political agendas. Once agendas are identified, participants are asked to provide suggestions as to how balance might be created in the project. Finally, participants generate questions with which to analyze service learning projects for political agendas.

Conducting the Activity

Training Goals: Participants should be able to: (1) understand that many service learning projects contain some form of political agenda, (2) identify the "hidden" political agenda contained within a service learning project, (3) suggest ways to "balance" the po-

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litical agendas in service learning projects, and (4) develop a set of criteria for evaluating service learning projects for political statements and political agendas.

Suggested Time: 1 hour

Materials Needed: Copies of Handouts 24 and 25 for all participants; posting paper, markers, and tape

Preparation: Before beginning the activity, discus with participants the need for teachers to provide for contending perspectives when teaching controversial issues. You might begin by asking participants to discuss the following: Under what educational conditions should specific viewpoints on a topic or issue be balanced with alternative viewpoints? In the context of service learning projects and activities, to what extent do teachers need to be concerned about providing alternative viewpoints?

Training Agenda:

1. Begin the activity by providing each participant with a copy of Handout 24. Ask each participant to read the information provided on the handout and to identify any political agendas contained in the academic goals, service goals, and service activities.

2. Organize participants into small groups of not more than five persons each. Instruct each group to summarize the major political agendas found within the goal and activity statements. Discuss who might take issue with some of the goals and statements. Why?

3. Instruct each of the groups to review the goals and activities on Handout 24 again and to identify any evidence of attempts at political balance. Discuss and list these activities on the chalkboard or poster paper. Discuss other ways that political balance might be achieved in the activity.

4. Next, ask participants to generate a list of questions that could be used to evaluate service learning programs and activities for political agendas and statements. Write the questions on the chalkboard or poster paper. After questions have been developed, provide each participant with a copy of Handout 25.

5. Conclude the activity by discussing the following questions:

- In developing service learning programs, should attempts be made to develop programs that are ideology-free?
- If ideological perspectives underlie a service learning program, why is it important to recognize them?
- What recommendations would you make to other teachers to help ensure ideological balance in their service learning programs?

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Project Gray Wolf

Site: Southern Arizona

Community Profile

In the Sonora Desert of the Southwest, approximately 70 miles north of the Mexico border, is found the city of "Old Pueblo." This second largest city in Arizona hosts a population of 666,880. Some of the Old Pueblo's industries are military, tourism, and high-tech businesses.

Arizona is unique in that 45 percent of its land area is owned by the federal government; this federal land includes 20 Indian reservations. Wide open spaces and a wealth of mineral deposits brought many people to Arizona to seek their fortunes in ranching and prospecting. Since its statehood in 1912, Arizona has continued to be viewed as a part of the "Wild West," and many Americans migrate to Arizona to take advantage of its mild climate and independent spirit. All this helps to create an atmosphere of not wanting the government to impose upon one's independence: in this case, the reintroduction of the Mexican gray wolf.

The Mexican gray wolf habitat is traditionally located above 4,500 feet. Located at 2,500 feet, "Old Pueblo" is in a valley that is surrounded by the Catalina, Santa Rita, Tucson, and Rincon mountains. These mountains, as well as many others in Arizona, have made sky islands of coniferous trees, sufficient water, and a cooler climate above the Sonora Desert. This climate is conducive to an ecosystem that would include the Mexican gray wolf.

Unit Topic

To integrate Arizona history, science, and language arts with current issues, the topic of the reintroduction of the Mexican gray wolf was chosen. The topic was chosen because it engages the students' interests in the environment, animals, and the present and future use of undeveloped land. Issues included were the attacks and challenges to the Endangered Species Act, the Mexican gray wolf's being the most endangered species in the world, and the issues surrounding anti-development versus pro-growth arguments.

Specific topics covered from the various disciplines included the following:

Social Studies
Image of wolf through history
Arizona geography
Public opinion—past and present
Endangered Species Act
Arizona government

Science
Classifying
Habitat and niche

Language Arts
Newspaper writing
Debate
Stereotypes through literature
Myths and legends—reading and writing
Letter writing
Creative writing
Habitat research
Novel study (see suggested readings)
Journaling

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Food chains
Wolf societies
Comparative anatomy
Animal tracks
Urban expansion

Academic Goals

Science

Demonstrate knowledge of the following science topics:

- Anatomy and physiology as it relates to the wolf.
- Comparative anatomy of wolves, humans, and other animals.
- Classification of the wolf.
- Food chain as it pertains to wolves, humans, and wildlife.
- Social structures, range, territory, communication, and breeding within a wolf pack that creates a wolf society.
- The effect of urban expansion on wildlife and humans.
- Adaptation as a tool necessary for survival.

Social Studies

Demonstrate knowledge of the following social studies topics:

- Arizona history as it relates to the Mexican gray wolf, ranching, and land use.
- Arizona geography in relation to past and future habitats for the Mexican gray wolf.
- Understanding of Arizona civics and citizenship.

Language Arts

Demonstrate knowledge of the following language arts topics.

- Separation of fact from fiction in literature.
- Reading comprehension, analysis, and creative writing of stories with wolves as characters.
- Myths and legends as they pertain to wolves and their interactions with humans.
- Persuasive letter writing, expressing opinions about reintegration of the wolf.
- Debating possible solutions for humans and wolves to live in harmony.

Service Learning Goals

Participants

- Incorporate classroom learning to educate the public on issues surrounding the reintroduction of the Mexican gray wolf.
- Conserve resources as a means of saving the Mexican gray wolf habitat.
- Develop a greater sense of citizenship by understanding their place in the community.
- See the connection between the classroom and the real world through service learning.
- Become active in state and federal government policy making.
- Engage in the reflection process throughout the unit.

Community

- Become informed on the issues of reintroduction of the Mexican gray wolf.
- Provide a forum for students to demonstrate their social responsibilities.
- Benefit by having students become role models for habitat preservation through conservation.
- Provide a means for intergenerational sharing of experiences, knowledge, and culture.

Service Activities

Two types of service activities were conducted. The first was educating the public about the Mexican gray wolf. The second concerned saving the local wildlife habitat. Many of the activities were student-generated and thus had greater student buy-in.

Educating the Public

- Create a wolf timeline with pictures and stories to be displayed along a long hallway or perimeter of a room. Invite the public to come and see it, or display it at a mall, rest home, etc.
- Make wolf games teaching the players about wolf characteristics, habitat, history, or reintroduction issues.
- Conduct a public opinion survey about the reintroduction of the Mexican gray wolf. Send results with letters to public officials such as the Arizona Game and Fish Commission and local, state, and federal decision makers.
- Take student-rewritten fairy tales, bind them into a book, and donate to local school and public libraries.

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- Make silk screen flags that promote protection of the desert, wildlife habitats, and endangered species (including the wolf), and then distribute to elementary schools.
- Raise money to bring Mission: Wolf to town to have educational programs at schools and public libraries to inform the public about wolves. The money also provided sponsorship of a wolf for one year.

Saving Local Wildlife Habitat

- Planting low water use plants in pots painted by students and then distributing them to local retirement homes.
- Plant native trees at school.
- Recycle paper, aluminum, and styrofoam at school to reduce landfill space.
- Start an energy patrol on campus to reduce need for fossil fuels.
- Reuse six pack rings to create a volleyball net. The net will be donated to a community pool for the summer.

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Evaluating Service Learning Programs For Political Bias

1. Does your service learning project seek to promote or reinforce specific values/ideological perspectives? If so, what are they? Why?

2. Does your service learning project place students in the role of agents of social/and or political change? If so, what roles do students play? Why?

3. Does your service leaning project seek to develop special relationships between students and those they serve? If so, what are they? Why?

4. Does your service learning project lead students to work towards a specific kind of society? If so, what kind? Why?

5. If you answered yes to any of the above questions, your service learning project or activity likely contains a political agenda. Does your service project or activity provide for students to learn about contending or alternative political beliefs and actions?

6. In what ways might someone find political fault with your service project?

7. How would you respond to such criticism?

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9. Implementing Service Learning

"Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for; it is a thing to be achieved."

William Jennings Bryan

Background Notes

For every service learning program, a time comes when the conceptualizing, goal setting, and planning are completed, and teachers and students enter the "field" for the service experience. Regardless of the setting or environment, for many teachers the implementation of the service activity can be an anxious time. Why should it be otherwise? Implementing a quality service learning activity is a complex undertaking. For purposes of perspective, we often refer to service activities as "conducting a class field trip magnified by 100." For many, the service experience is unfamiliar territory, fraught with potential pitfalls that often do not exist in day-to-day classroom instruction.

Generally, thoughtful and careful planning enables teachers to implement a successful service learning program. But, of course, there is always the exception. Sometimes the exception has to do with Murphy's Law. Sometimes it has to do with imperfect people living and working in an imperfect world. Most of the time it has to do with inattention to precise and detailed planning and/or not thinking through situations that might occur during a specific service activity.

In this activity, participants examine the implementation of a hypothetical service learning activity and evaluate the pros and cons of the implementation strategies. Additionally, participants develop a general service learning implementation checklist. An implementation checklist is useful in both the planning and implementation stages of any service learning program.

Conducting the Activity

Training Goals: Participants should be able to: (1) analyze a hypothetical service learning case study and identify the strengths and weaknesses of the planning and implementation strategies, (2) suggest ways that planning and implementation mistakes identified in the hypothetical case study might have been avoided, (3) develop a service learning checklist for use in planning and implementing any service learning activity, and (4) understand the relationship between planning and implementing a service learning activity.

Suggested Time: 1-1/2 hours

Materials: 3x5 cards (one for each participant) and copies of Handouts 26 and 27

Preparation: In this activity, participants explore the need to continue the service learning planning process up to and through implementation of the service activities. Before beginning the activity, discuss the following:

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- ⊃ Why do you think some people characterize service learning activities as "class field trips magnified by 100"?
- ⊃ In your experience, what are the secrets to the successful implementation of any classroom learning strategy? How are successful service learning activities similar to successful classroom learning activities? How are they different?

Training Agenda:

1. Begin the training activity by providing each participant with a 3x5 card. Ask each to write answers to the following question on the 3x5 cards: What two or three things do you think would most concern you about conducting an off-school-site service learning activity?

2. Collect the cards and read some of the responses. List the most common responses on the chalkboard, chart paper, or overhead projector and save for a later discussion.

3. Provide each participant with a copy of Handout 26. Ask each participant to read the case study. Instruct half of the participants to make a list of the errors made in the implementation of the service activities described in the case study. Instruct the other half to make a list of what the teachers did right in the implementation of the service activities described in the case study.

4. Mix participants from the two groups into small groups of four to six persons each. Instruct each group to discuss the pros and cons of the implementation of the service activities described in the case study.

5. Next, ask participants what the case study teachers might have done differently to help ensure more successful service experiences.

6. Again divide participants into small groups of four to six persons each. Provide each person with a copy of Handout 27. Ask each group to follow the instructions on the handout.

7. After the groups have completed their checklists, ask one person from each group to report on their group's checklist.

8. Next, return to the list of concerns developed on the 3x5 cards and written on the chalkboard, poster paper, or overhead projector. Discuss whether any of the items noted on the checklist would help reduce the concerns. If so, how? If not, why not?

9. Conclude the activity by discussing the following: Why, in the implementation of a service learning activity, is the ability to be proactive a must? Why, in the implementation of a service learning activity, is the ability to react a must?

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A Service Learning Case Study—Juanita Elementary School

As you read the case study, identify the decisions or actions taken by José and Laurie which you believe contribute to the project's problems. Indicate in the margins the places where the elements of high quality service learning are ignored or violated.

Laurie and José began their third year of teaching at Juanita Elementary School full of excitement and renewed dedication. Encouraged by a friend at a neighboring school, they had applied to become a Pilot Service Learning Project, which provided them with permission to work together as a team for their two fifth-grade classes as well as granting four days of released time to plan. Their project called for José to teach writing to both classes and Laurie to teach science to both classes. Most importantly, it called on them to develop a service learning strand that would "make their English and Science curriculum come alive."

This team teaching opportunity could not have come at a better time. Laurie and José had both started to become discouraged with teaching because their students increasingly seemed more interested in being entertained than in trying to learn. In addition, most of the faculty and the principal seemed much more concerned about controlling behavior than developing stimulating teaching strategies to make the curriculum engaging and meaningful.

Now they were certain that this year would be different. Mr. Cardozo, the principal, might not have understood what service learning was all about, but he had signed their pilot proposal without asking any questions and congratulated them for being selected. He seldom visited their classrooms and certainly would not pay much attention to how they crafted their service activities.

Laurie and José called their pilot "Connecting Learning with Community Life." The service learning part of the pilot called for combining their two classes to work on large-scale community service activities and to set up activities for small groups of students to do service in agencies.

During the summer, José contacted the Happy Palms Senior Home to make arrangements for students in both classes to visit in groups of eight accompanied by an adult supervisor. The Director agreed to assign a nurse to meet the children and make suggestions for what the children could do during their one-hour visits. He also agreed to assign someone to help make sure that all students were connected with their driver at the end of the visits. José also met with the Director during a day of released time to review goals for the project, go over details, and explain how he planned to have the students use their experience at the Happy Palms to stimulate a series of personal writing assignments during the school year.

From: *Building Support for Service Learning*, California Edition, by Jill Addison-Jacobson and Don Hill (Palo Alto, CA: Service Learning 2000 Center, 1996), pp. 12-13. © Service Learning 2000 Center, Stanford University, 650/565-8633.

Laurie focused her time in the summer on establishing contacts with the Recreation Department to plan two Saturday morning clean-up days at Central Park during the fall. She also attended a service learning workshop to learn strategies for getting kids "serving and learning together."

Late summer and September enthusiasm began unraveling in October after the first two visits of students to the Happy Palms Home. The second week in October, José walked into his late Thursday afternoon weekly planning session with Laurie and dumped a pile of reflection cards on her desk written by students the morning after their one-hour visit to the home. "I think we might have a tiny speck of trouble here," he said. Laurie felt her face start to twitch and her stomach tighten as she flipped through the student comments:

> "Those people were yucky."
> "I was so scared."
> "Why do old people smell so bad?"
> "Please don't make me go back."
> "I don't want to ever grow old."
> "I didn't know what to do or say. My old man was asleep."
> "The lady I talked to seemed so lonely. She didn't want me to leave. I think I made her feel a little better."
> "My mom says it's wrong to send people away to die."
> "My lady asked me why I was there and I didn't know what to say."
> "I really liked the man I met. He asked me to push him down to a Bingo game but the nurse said we had to go back to his room."

Laurie looked up and said, "You're right. We need to think this over, but not now. We need to talk about next Saturday before that becomes a second crisis." She then went on to explain that she planned to begin the park clean-up day in the school's multiple purpose room with an activity that she had learned at her service learning workshop. Then, a district bus would pick up all the students and take them to Central Park. Recreation Department workers would meet the students and give them bags to collect debris and also some rakes for the bigger kids to use. The day would end with a picnic at noon that a group of parents and supervising adults from her class had agreed to provide.

Saturday was not a winner. Laurie had placed six huge outlines of human bodies on butcher paper in different areas of the multipurpose room floor. When the students arrived, she organized them into six teams of seven and asked each student on the teams to select a key part of the outlined body and print on that part how it could contribute to community service. Laurie looked forward to seeing the kids conceptualize and visually represent ideas like the service learning consultant had demonstrated in the summer. She expected students to circle the heart and write words like love and compassion and circle the head and write words like analyze and solve problems. What happened was a lot of confused, chaotic chatter and expressions like "the heart pumps blood," "the head protects the brain," and "feet let us stand up."

Disappointment with the "great body activity" quickly faded from Laurie and José's memory as soon as the district bus dropped the kids off at Central Park. The Recreation Department gave each student a bright orange bag and directed teams of two to specific areas. The kids began working with enthusiasm and amazing dedication. Laurie and

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José stood together watching their students with relaxed smiles tinged with surprise and pride.

But, with almost two hours left in the morning, most students started to get bored. They began to wander away from their team to pair off with friends or go off by themselves. Everyone stopped working except for four or five kids. To make matters worse, a Youth Authority van pulled up and a group of older youths accompanied by a uniformed officer got out and began doing the same work at a different section of the park. The adult volunteers setting up the picnic started to get nervous about what they called "these juvenile delinquents," while the fifth-graders watched with fascination. A parent volunteer turned to Laurie and said, "It seems strange your students are volunteering their Saturday time to do something that convicted young offenders are doing for community service punishment."

A second volunteer, the older brother of one of the fifth-graders, asked José why he had chosen this park for clean up when almost none of the kids ever used it themselves. Couldn't the students do something closer to home?

The day ended with a great picnic that all the kids really enjoyed. The food represented favorites from several cultures and there was enough left over to make a major donation to the Father Joseph Food Kitchen on the way home. José and Laurie enjoyed watching the kids eating and playing together, but they could not shake off the two troubling questions posed by the adult volunteers.

Monday was a day not to remember. Mr. Cardozo summoned Laurie and José to his office at the beginning of the lunch period.

"I received a call this morning from the mother of a child who was very upset after visiting some kind of a senior home in one of your classes. I didn't know what she was talking about. I calmed her down by saying that there would be no more trips to senior homes this year. I confirmed to her that education at Juanita starts and ends at the school.

"Could you please tell me what is going on around here? I do not want to get any more phone calls about either of your classes."

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Service Learning Implementation Checklist

For each of the following categories, suggest things to be done or details to be taken care of right before and during the implementation of an off-campus service learning experience.

Students

1. Remind about appropriate dress.
2. Remind about bringing lunches.
3.
4.

Etc.

Teachers

1. Send out reminder of service activity and list of students to be out.
2.
3.
4.

Etc.

Parents

1. Send out reminder of service activity and need for returned permission slips.
2.
3.
4.

Etc.

Community Agency

1. Call to confirm time/place and agency personnel.
2.
3.
4.

Etc.

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School Administration

1. Remind principal about out-of-building service activity.
2.
3.
4.

Etc.

Logistics/Materials Supplies

1. Confirm bus, times, number of students.
2. Pack cell phones.
3.
4.

Etc.

Parent Supervisors

1.
2.
3.
4.

Etc.

Publicity

1.
2.
3.
4.

Etc.

Follow up

1.
2.
3.
4.

Etc.

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10. Building Support for Service Learning

> "When was ever honey made with one bee in the hive?"
>
> Thomas Hood

Background Notes

Successful service learning programs do not take place in a vacuum. Rather, exemplary service learning programs reach out to, and are supported by, other teachers, school and district administrators, parents, community agencies, and citizens in the community. Building support for service learning begins during the planning phases of the program and is implemented throughout the life of the program. Paying attention to the need to build support for programs not only increases chances for success, it also increases chances for sustainment and growth.

Support-building for service learning programs comes in many flavors and colors. The uniqueness of each program dictates whose support is needed and how best to go about obtaining it. Take, for example, a program that involves large numbers of students, requires students to be out of class for several days, places students in a potentially dangerous environment (such as a river clean-up project), and is potentially controversial. The success of such a project not only requires careful attention to curricular and logistical details, it also requires support. Other teachers, the school administration, parents, and individuals and groups on opposite political sides of the issue in question all need to support the program if maximum success and sustainment are to be achieved.

In this activity, participants identify key players whose support is needed for most service learning programs to be successful. Additionally, participants identify ways to build support for the program with the key players. Finally, using an outline of an existing service learning program, participants develop various processes and products designed to build support for the service learning program.

Conducting the Activity

Training Goals: Participants should be able to: (1) develop a rationale for securing the support of various individuals and groups for service learning programs, (2) identify individuals and groups in the community whose support is critical to the success of a service learning program, (3) develop a list of strategies for obtaining the support of various individuals and groups for service learning, and (4) create a variety of processes and products used to acquire support for service learning programs.

Time: 3 to 4 hours

Materials: Copies of Handout 28 for all participants

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Training Agenda:

1. Begin the activity by suggesting to participants that successful service learning programs **have the support** of many people and groups within the community. Ask participants to agree or disagree with the statement by a show of hands. Ask any who disagree with the statement to defend their position. Ask those who agree with the statement to defend the statement.

Note: Generally no one will disagree with the statement. If someone does, it usually relates to their thinking about a small, localized service learning project, such as one that might take place within a classroom or at the school. Even then, however, support is essential.

2. Tell participants that those who have been involved in developing and implementing service learning programs during the past several years generally agree that **building support** for service learning programs is critical to the success and long-term viability of the programs. Ask participants to develop a rationale for **building support** for service learning programs. List the elements of the discussion on the chalkboard. Ask participants to develop a list of individuals or groups whose support might be necessary for a successful service learning project. Write the list on the chalkboard.

3. Next, provide each participant with a copy of Handout 28. Organize participants into small groups of four to six. Tell participants that the SAFE project was a real and successful project. Ask each to read through the outline. Instruct each of the small groups to identify individuals or groups whose support might be critical to the success of the SAFE project.

4. Ask groups to report out their list of individuals or groups to the large group. For each individual or group mentioned, ask the reporting group to justify the choice. If the individual or group identified is on the list written on the chalkboard from Step 2, circle it. If not, add it to the list created during Step 2 and circle it.

5. Ask participants to return to their small groups. Note the list of individuals and groups circled on the chalkboard from Steps 2 and 4. Instruct each group to generate a list of ways that the SAFE project developers might seek to gain the support of each of the individuals or groups circled on the chalkboard. Ask each group to report to the large group on ways they might seek the support of the various individuals and groups.

6. Back in the large group, read the following directions and assign one of the following tasks to each of the groups. Instruct each group to complete the task and prepare to share their results with the other groups.

> Each group is to assume it is **planning** the SAFE project. The SAFE project is your second service learning project and follows a successful but different project completed the year before. Each group may decide on the nature of the previous year's project, if it is important to the task.
>
> A. Prepare a five-minute presentation on the SAFE project to be given to the local board of education at one of its monthly meetings.

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B. Prepare a press release on the SAFE project for the Principal's Newsletter to parents.

C. Prepare a leaflet on the SAFE project for distribution at Parent's Night open house at the school.

D. Prepare a memo to be sent to other teachers in the building, explaining the project and asking for their support in releasing students for the service activities.

E. Prepare an outline of major topics you want to include on a web-site devoted to service learning and the SAFE project at your school.

F. Prepare a letter to be sent to one of the potential cooperating agencies or sites asking for their assistance with the project.

G. Prepare a project information letter to be sent to parents of students in the classes participating in the projects.

7. After each group has completed the task, ask each to make a short presentation on its support-building product or process. Instruct the rest of the groups to be prepared to offer constructive feedback.

8. Conclude the activity by making the point that service learning programs can be thought of as educational structures. Similar to any structure, they must possess strong foundations/support for strength, security, and growth. During the planning process, all service learning programs must pay attention to building support.

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Student Action for the Environment (SAFE Project)

Site: Suburban Colorado

Community Profile

Suburban Middle School is located in the Suburan County School District, the largest school district in the state of Colorado. Suburban County Schools spread throughout the suburban and foothills region just west of Denver. Suburban Middle School is located in the unincorporated southern end of the county. The student population is relatively homogeneous, racially and economically. The community is among one of the fastest growing in the state due to its location between the city of Denver and the foothills of the Rocky Mountains. The community is generally made up of well-educated, middle to upper-middle class, Caucasian, professional, two-parent families.

Unit Background

Many people choose to live in Colorado because of the yearround outdoor activities. Recently, concern has been growing, especially along the heavily populated front range of the Rockies, that population pressures and economic expansion threaten the natural aesthetics and recreational opportunities provided by the mountain-plains environment. With this concern in mind, an interdisciplinary teaching team from Suburban Middle School developed this teaching unit. The primary goals of the unit are to raise seventh-grade students' awareness of human impact on and interaction with the environment and encourage stewardship of the land and the local community. The interdisciplinary, thematic unit was designed to link the ecosystems unit taught in life science with the geography unit taught in social studies. Language arts and math supported the unit with a variety of integrated lessons and activities. In terms of the service learning component, the team developed service activities that complemented the curriculum goals and provided direct contact with local agencies concerned with various community environmental issues.

Unit Topic

The SAFE Project was designed to support both Suburban County Public Schools and state of Colorado curriculum content standards. The central content focus of the unit was human/environmental impact. Community problems addressed throughout the unit included recycling, water usage, resource preservation, land stewardship, and community aesthetics. The following academic areas and major topics provided the content direction for the project.

Life Science
Renewable and nonrenewable resources
Recycling and conservation
Technological development
Ecosystems
Adaptation and change

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Social Studies
Geography, location, human and physical processes, place
Human adaptation to and impact on the environment
Human activities
Human systems
Technology

Language Arts
Persuasive writing
Subject-specific vocabulary development
Opinion development and evaluation

Mathematics
Data collection, organization, description, and analysis
Inferring, deciding, and arguing from data
Evaluating statistical claims
Measuring
Rates of change

Civics
Political and personal rights
Conflict: rights and responsibilities
Self-governing behavior
Formation of public policy
Influencing public policy
Private and public character traits

Service Learning Goals

- Apply skills and information learned in class to local environmental concerns.
- Develop a sense of stewardship for the local environment.
- Observe firsthand the effects of population growth on ecosystems in the area and identify and meet needs.
- Collaborate with the community to identify and meet needs.
- Apply newly acquired skills and knowledge to real-life situations in the community.
- Develop an increased sense of self-efficacy.
- Increase level of accountability to and responsibility for the larger community and well as selves.
- Show an increased interest and involvement in school.
- Reciprocally transfer knowledge between class and service learning experiences.
- Develop a commitment to lifelong learning characterized by active and responsible citizenship.

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Curriculum Activities

The SAFE project will be designed as a true interdisciplinary teaching project, integrating science, social studies, math, and language arts. As is the case in most interdisciplinary programs, one discipline will take the lead (science) and the others will support while still meeting content standards. Once the science plan is developed, teachers in the other three disciplines will develop strategies and activities that support the science theme of the unit and also meet their own curriculum standards and goals. In language arts and math especially, lessons not related to the unit will also be taught while the unit is in progress.

The unit will be divided into five major parts: an introduction to systems, focus on plants, focus on animals, scavengers and decomposers, and environmental responsibility.

Service Activities

More than 140 seventh-grade students will participate in the SAFE project. Our goal is to arrange several valuable service placements to allow for small groups and the maximization of students' experiences. Students will select one of the eight service alternatives and then spend one day a week for a period of four weeks engaged in the service experience. The sites and activities are:

1. Suburban Middle School Recycling Program. Students will set up and maintain a schoolwide paper recycling program. The students will also study waste and recycling in the community and nation from a historical perspective.

2. Suburban Arboretum. Students will assist in preparing for the annual fall Pumpkin Festival by weeding the pumpkin patch, piling gourds, and creating a hay-bale maze.

3. Xeriscape Garden. Students will research, design, build, and maintain a xeriscape garden on the school site. Students will raise a significant amount of money for the project and also solicit donations from the community.

4. Suburban Nature Center. Students will aid rangers in their efforts to restore wetlands and maintain a buffer zone between natural and urban environments in South Suburban Park.

5. Graffiti Reduction. Students will work with the school's DARE officer to paint over graffiti in several local parks in order to "take back" these areas and show their respect for and care of public property.

6. Suburban Open Space. Students will participate in a pilot project with the local land preservation agency, learning about environmental careers and efforts to balance needs of humans, animals, and plants with respect to local land use.

7. Colorado Wildlife Refuge. Students will work with U.S. Fish and Wildlife employees to reestablish native plants in reclamation efforts at a wildlife refuge.

8. Green City Data Project. Students will work at Suburban State Park to evaluate the success of a human-made wetlands project designed to filter pollutants from a local aerospace corporation. They will also inventory plants and animals.

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Evaluating Your Staff Development Program

> "Nobody can please all of the people, all of the time, but constructive evaluation can be a tool workshop facilitators can use to get closer to that goal."
>
> Peggy Sharp

Planning how you will evaluate your staff development program is important. While most teachers conducting workshops or institutes will not have the resources to do an extensive evaluation, finding out the perceived strengths and weaknesses of your program will be key to improving your next training effort.

What and When to Evaluate

In most instances, the trainer will want to determine through the evaluation the degree to which the training activities achieved their objectives and the kinds of follow-up support participants identify as being needed. Thus, the evaluation and its instruments will derive directly from your training objectives.

Surveys or interviews are usually the most cost-effective means of collecting data about your training activities. Each approach has strengths and weaknesses. Surveys are excellent for collecting data from large numbers of individuals, but they often lack the detail and depth necessary for understanding why respondents answered as they did. Interviews provide detailed information but are costly and time-consuming when conducted in large numbers.

When you collect data is also an important question. If one of your goals is to change teachers' attitudes about service learning, for example, you may need to administer a pre/post survey; this means that you give the survey both before and after the training. You then compare responses to see whether participating in training had the desired effect. For example, Figure 8 shows a pre-institute attitude survey that SSEC uses in its summer institute programs. Similar questions are asked later in participants' involvement with our program to determine whether the program has changed any of the targeted attitudes or teaching practices.

If your staff development program is a relatively long one, you may want to administer some kind of formative assessment near the midpoint of training. Formative assessment is data that allows you to make mid-course corrections, to better "form" your program to meet the needs of participants. Figure 9 is an example of a mid-institute evaluation used by SSEC.

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Figure 8.
Personal Perspectives Survey

For each of the following, please circle the number that corresponds to where you would place yourself on the scale given.

Students in my classes generally work individually.	1	2	3	4	Students in my classes generally work in cooperative learning groups.
I primarily use lectures, demonstrations, and teacher-led discussions in my classes.	1	2	3	4	I primarily use coaching, modeling, and student-led discussions in my classes.
I am uncomfortable using interactive strategies in class.	1	2	3	4	I am comfortable using interactive strategies in class.
I primarily assess students' progress using paper and pencil tests such as multiple-choice, fill-in-the-blank, true/false, etc.	1	2	3	4	I primarily assess students' progress using alternative forms of assessment such as portfolios, hands-on performance, and observation.
My students generally learn content through concrete experiences with applications to daily life.	1	2	3	4	My students generally learn content through gaining an understanding of concepts and ideas underlying the various topics we cover.
I frequently provide my students structured opportunities to reflect critically on their learning experiences.	1	2	3	4	My students reflect on their learning experiences in their own way, at their own pace.
I frequently use community resource people in class.	1	2	3	4	I rarely use community resource people in class.
Community involvement is best handled by churches and other groups students belong to.	1	2	3	4	Community involvement is an important aspect of the school curriculum.
I often work with community organizations that are active in my school.	1	2	3	4	I am not involved with community organizations that work with my school.
I work closely with the members of my teaching team.	1	2	3	4	I tend to prefer working independently.
I think it is important to provide students an opportunity to apply concepts/skills learned in class to the real world.	1	2	3	4	I think it is important to prepare students to apply concepts/skills learned in class to the real world.
I believe school/community partnerships are important.	1	2	3	4	I believe that school and community are separate entites.
It should be the teacher's responsibility to determine what students learn and how.	1	2	3	4	Students should be given some decision-making power in determining what and how they learn.

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While it is easiest to collect data immediately after the training activity and such an exercise is always appropriate (see Figure 10), trainers might also administer a survey or interview a sample of participants after participants have had an opportunity to apply what they learned. Time to reflect and apply what was learned in training can produce different responses and suggested improvements, which might be extremely helpful in designing future programs and in planning follow-up assistance. Thus, if resources are available, trainers might consider a time series evaluation model in which assessments are conducted several times.

At the end of the school year in which SSEC project participants implement their service-enhanced interdisciplinary units, we ask them to submit a detailed description of their unit as they implemented it and to complete an evaluation that includes such questions as:

- In retrospect, how well did you understand the institute requirements prior to arriving in Boulder?
- Did you change your unit between the end of the institute and when you first implemented it? If so, what changes were made?
- Did your team encounter obstacles during the process of implementation? If so, what were they? How did you deal with them?
- Rate how well you think your students understood the links between the service project and in-class lessons and activities.
- Rate the impact of student participation in the service project on their interest in academic subjects, understanding of academic concepts, and attitudes toward learning.
- What were the three greatest strengths of the unit?
- Will you teach this unit again? If so, what changes will you make?
- Will you create other service learning units or programs?
- Has your participation in the SSEC project had any impact on you as a professional? Please explain.
- Has involvement in the project influenced your overall level of collaboration with colleagues and community members? Please explain.
- Has involvement in the project influenced your view of students' role in the community? Please explain.
- What SSEC follow-up support was most useful?
- How could SSEC follow-up support be improved?

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Figure 9.
Mid-Institute Evaluation

1. Having attended one week of the institute, please rate your level of satisfaction with how well the institute has:

Item	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
a. presented what service learning is				
b. shown you how service learning is different from community service				
c. provided examples of integrated service learning units				
d. shown the benefits of school-based service learning				
e. discussed potential problems and issues in school-based service learning				
f. provided you with different perspectives on service learning				
g. provided you resources on service learning				

2. What first week institute activities were most valuable to you?

3. What additional topics/activities would have been valuable?

4. Any comments and/or suggestions you might have on ways we can improve the institute?

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Figure 10.
Final Institute Evaluation

1. Please rate each of the following:

   a. your overall impression of the service learning institute.

   Very High 1 2 3 4 Very Low

   b. how well the institute provided you an understanding of service learning as an instrutional tool.

   Very Well 1 2 3 4 Very Poorly

   c. how well the institute assisted you in developing an integrated service learning unit.

   Very Well 1 2 3 4 Very Poorly

2. Would you recommend this two-week experience to other teachers? _____yes _____no
   Why/why not?

3. Please rate how well prepared you feel to implement your unit (please circle one number).

   Very Well Prepared 1 2 3 4 Very Unprepared

4. How would you rate the SSEC's effectiveness on each of the following?

	Very Effective	**Effective**	**In-Effective**	**Very In-effective**
a. overall design and structure of the two-week experience				
b. logistical arrangements (e.g., housing, travel, etc.)				
c. pre-institute communications				
d. responsiveness to special needs of teams				

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5. Having attended both weeks of the institute, please rate your level of satisfaction with how well the institute accomplished each of the following by putting a check mark in the appropriate column.

Item	Very Satisfied	Satisfied	Un-satisfied	Very Un-satisfied
a. presented what service learning is				
b. provided you the tools needed to plan an integrated service learning unit				
c. provided time for your team's development of an integrated unit				
d. provided support to your team during unit development				
e. discussed potential impacts of service learning on students				
f. provided strategies for assessing student learning				
g. discussed potential challenges during implementation as well as ways to overcome them				

6. What second week institute activities were most valuable to you?

7. Overall, which topics/activities were most useful?

8. Which topics/activities were least useful?

9. Any other comments and/or suggestions you might have on ways we can improve the institute?

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Designing Evaluation Instruments

In constructing your evaluation instrument, you will need to decide whether to use an open or closed format; this refers to whether the respondent must select from two or more response choices provided (closed format) or can simply respond in his/her own words (open format).

A Likert scale is a forced-choice technique that provides an avenue for measuring the strength of respondents' feelings. Likert scales consist of a set of statements that participants are asked to respond to by indicating the extent to which they agree or disagree (e.g., strongly agree, agree, neutral, disagree, strongly disagree).

While forced-choice techniques provide information that can be easily subjected to statistical analysis, these approaches are relatively weak with regard to explanatory power. For example, you may learn that participants don't intend to involve students in service projects that take place off school grounds, but you won't know why. They may not feel comfortable supervising students off-campus, they may not have time to locate placements, or funding may make transportation to off-campus sites impractical. Without additional information, you cannot identify which explanation is correct. Therefore, forced-choice formats are often more powerful when accompanied by open-ended questions. Consider this forced-choice item supplemented by an open-ended question:

I learned how to plan an interdisciplinary service-enhanced instructional unit.

Strongly agree 1 2 3 4 5 Strongly disagree

Please explain your answer. If you disagree, please indicate what additional assistance would be helpful.

Together, these questions not only provide a basis for a statistical analysis of this aspect of the training program but also explain the statistical data and provide formative data for program improvement.

After you have selected a format, you must write the individual items very carefully. The following suggestions—while not comprehensive—are intended to help you write items that will generate accurate, valid, and useful data.

- Keep questions simple. Use syntax and vocabulary that are easy to understand.
- Avoid combining two issues. For example, the following Likert scale question would be better written as two questions, one focusing on classroom use and one focusing on sharing: "I expect to apply what I learned in this workshop in my class and to share it with colleagues." Participants who will share, but not use, what they learned (or vice versa) cannot make a response to this question that provides accurate and useful data.

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- Avoid loaded questions or ones that contain terms that might bias responses. For example, by indicating what school policy is, the following question may influence some persons to respond positively: "School policy mandates that all students participate in a service project. Do you agree?" A better way of phrasing the question would be: "Do you think all students should be required to participate in a service project?"
- Do not word items in a manner that suggests that certain responses are more acceptable than others. When interviewing, respond in a similar manner to all responses. Head nodding or words of encouragement only when respondents offer positive assessments will encourage such assessments and decrease negative ones, thus skewing results.
- Avoid negatively worded items, such as "Do you agree that the district has not provided enough staff development in the area of service learning?" A better item would be: "Do you feel that the district has provided enough staff development on service learning?"

The layout of written instruments can also influence results. The general appearance should convey a sense that completing the instrument is easy. Items should be clearly separated, with sufficient space provided. The instrument should begin with a brief explanation of how responses will be used, followed by clear, concise directions for completing the instrument. The first items should be nonthreatening questions; you can then progress toward more challenging ones. Items that deal with related topics should be grouped together.

Analyzing Evaluation Data

When you have collected your data, you should analyze it to determine where the training program needs to be strengthened and what follow-up support is needed. If resources are not currently available for follow-up, a well-written evaluation summary may help justify expenditure of such resources.

For forced-choice items, simple tabulation of responses by type should be done immediately; that is, indicate how many persons selected A, B, C, and D. If percentages or mean scores are helpful, these should also be calculated. Means, percentages, and absolute scores can be converted to charts or graphs in final reports.

For open-ended responses, first read all of the responses to a particular question with the idea of looking for categories of responses. Then assign each response to one of these categories and make note of exemplary comments for each category. The number of responses in each category and the strength of feelings expressed are useful explanatory data. These groupings can be converted to numerical scores for reporting, with "typical" comments used to illustrate the responses in each category.

Compare the results of the forced-choice items with the open-ended items in preparation for writing your summary of the data. In preparing your summary, it is best to let the data speak primarily for itself; don't overgeneralize!

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Resources

This chapter provides a brief starter list of resources for staff developers planning programs on service learning. The list is not intended to be comprehensive; however, many of the resources listed also contain bibliographies or resource lists, which can help you expand your awareness of available resources.

The annotated entries are organized into two sections: print resources on service learning and resources on planning and conducting effective training programs. Trainers should also be aware of the website of the National Service-Learning Clearinghouse at the University of Minnesota (1954 Buford Avenue, Room R-460, St. Paul, MN 55108; 1-800/808-7378). The website (http://www.nicsl.coled.umn.edu/home.htm) is a key site for keeping up-to-date on activities in the field.

Materials on Service Learning

Active Citizenship Today Field Guide (Los Angeles, CA: Constitutional Rights Foundation, and Alexandria, VA: Close Up Foundation, 1995).

This text takes students through the process of analyzing their community, identifying a problem and possible solutions, analyzing the options, and planning for action.

Addison-Jacobson, Jill, and Don Hill, *Building Support for Service Learning* (Palo Alto, CA: Service Learning 2000 Center, 1996).

This pamphlet contains suggestions for developing support for teacher learning among teachers, the community, and students. It also explains how service can be linked to other school reform efforts and gives tips for gaining financial support for a service program.

Cairn, Rich Willits, with James C. Kielsmeier, eds., *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum* (Roseville, MN: National Youth Leadership Council, 1991).

This comprehensive resource brings together many articles and resources by leaders in the field of service learning. It provides background on the service movement, definitions and a rationale, strategies for implementation, sample materials, and a bibliography.

Cairn, Rich Willits, with Theresa L. Coble, *Learning by Giving: K-8 Service-Learning Curriculum Guide* (St. Paul, MN: National Youth Leadership Council, 1993).

This resource provides an introduction to service learning—what it is and why you should do it, a detailed look at the nuts and bolts of doing service learning, a framework for planning, and samples of instruction at grades K-2, 3-5, and 6-8.

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"Community Service Learning," special issue of *Theory Into Practice* (Summer 1997). Guest editor Sandra LeSourd has solicited work from contributors whose "diverse perspectives allow the reader to appreciate the various meanings, purposes and realities inspired by one vision. Some contributors explain the historical foundation, moral justifications, or intellectual timeliness of the vision. Others have concentrated on the application of concepts through program design and operation."

"Connecting Kids to Communities," special section of *Middle School Journal* (November 1996).

This special section includes several useful articles on service learning. An especially useful article by Elaine Andrus clearly differentiates between service learning and community service, illustrates curriculum links, and provides an overview of "nuts and bolts" issues in planning service projects.

Courage to Care, The Strength to Serve (Baltimore, MD: Maryland Student Service Alliance, n.d.).

This teacher-training video illustrates the basics of preparing for service, conducting service, and reflecting on the experience, using teachers and students who have participated in service to illustrate these points.

Eyler, Janet, Dwight E. Giles, Jr., and Angela Schmiede, *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections* (Nashville, TN: Vanderbilt Unviersity, 1996).

This resource on reflection provides an overview of the role of reflection, presents students' thoughts about the value of reflection, and suggests a number of techniques for encouraging reflection. A bibliography is included.

Fertman, Carl I., George P. White, and Louis J. White, *Service Learning in the Middle School: Building a Culture of Service* (Columbus, OH: National Middle School Association, 1996).

The authors of this resource provide an overview of service learning and the steps necessary to implement service learning at the middle school level. Case studies and a resource list are also included.

Guide to Working with the Media, A (Washington, DC: Corporation for National Service, 1997).

This guide presents tips for developing a media plan, getting information to the media, working with reporters, and using public service announcements.

Kinsley, Carol W., and Kate McPherson, *Enriching the Curriculum Through Service Learning* (Alexandria, VA: Association for Supervision and Curriculum Development, 1995).

These authors describe 21 service learning programs that also promote school reform, by changing teaching styles, the ways young people learn, and the way school is viewed in the community.

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Lewis, Barbara A., *The Kid's Guide to Service Projects* (Minneapolis, MN: Free spirit Publishing, 1995).

The subtitle of this book, "Over 500 Service Ideas for Young People Who Want to make a Difference," is descriptive. Organized around such topics as animals, community development and beautification, crime fighting, health, homeless people, and literacy, the ideas should spark many service project ideas for students and teachers alike.

Lewis, Barbara A., *The Kid's Guide to Social Action: How to Solve Problems You Choose—and Turn Creative Thinking into Positive Action* (Minneapolis, MN: Free Spirit Publishing, 1991).

The author combines profiles of kids who have taken action with practical tips for designing action projects. How to write a powerful letter, give a speech, conduct a survey, and raise funds are among the strategies covered.

Melchior, Alan, *National Evaluation of Learn and Serve America School and Community-Based Programs* (Washington, DC: Corporation for National Service, 1997).

This report of an evaluation of the impact of participation in selected well-designed Learn and Serve America programs presents several findings of note, including that programs studied had significant positive effects on civic and educational development of participants, that students expressed satisfaction with the experience, and that community agencies rated service provided by the students very highly.

"School-Based Community Service Learning," special section of *The Social Studies* (September/October 1997).

This special section contains several substantive articles on integrating service learning with the curriculum, especially in social studies, along with a reprinting of the "Standards of Quality for School-Based and Community-Based Service Learning."

Reflection: The Key to Service Learning (New York: National Helpers Network, 1991).

This resource explains why reflection is critical to service learning and provides many suggestions for reflection activities.

Schukar, Ron, Jacquelyn Johnson, and Laurel R. Singleton, *Service Learning in the Middle School Curriculum: A Resource Book* (Boulder, CO: Social Science Education Consortium, 1996).

What is service learning? Why is it appropriate for middle school students? How can service be integrated with the curriculum? This resource book answers these questions and more, providing a framework for integrating service learning with middle school curricula; model teacher-developed units; suggestions for evaluating service learning projects; and a resource directory.

Service Learning in the Middle School Curriculum: Supplement (Boulder, CO: Social Science Education Consortium, 1998).

This supplement to *Service Learning in the Middle School Curriculum: A Resource Book* contains descriptions of five additional teacher-developed units that integrate serv-

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ice learning with core curricular areas at the middle school level. The descriptions are sufficiently detailed to allow teachers to adapt and expand upon the units for use in their own classrooms.

Today's Heroes (Washington, DC: Hitachi Foundation, 1991). This 17-minute video can be used to introduce teachers, parents, or students to the rewards of service. It focuses on the activities of four young people in diverse communities across the nation, highlighting the benefits of their participation in service.

Wade, Rahima C., ed., *Community Service-Learning: A Guide to Including Service in the Public School Curriculum* (Albany, NY: State University of New York Press, 1997).

This book looks at essential elements of quality service learning practice, provides concrete examples of service programs in schools, provides reflections from a variety of stakeholders, and examines issues that will determine the field's future.

Wade, Rahima, and David W. Saxe, "Community Service-Learning in the Social Studies: Historical Roots, Empirical Evidence, Critical Issues," *Theory and Research in Social Education* (Fall 1996).

This article provides one of the best available reviews of research on the effects on service learning on students.

Materials on Planning and Conducting Staff Development Programs

Battenburg, Mark, and Denise Clark Pope, *The Evaluation Handbook: Practical Tools for Evaluating Service Learning Programs* (Palo Alto, CA: Service Learning 2000 Center, 1997).

Essentially a workbook for evaluation planning, this handbook provides activities that could easily be adapted for use in staff development programs.

Garmston, Robert J., and Bruce M. Wellman, *How to Make Presentations that Teach and Transform* (Alexandria, VA: Association for Supervision and Curriculum Development, 1992).

The authors' intent is to help readers refine their own skills or teach others about presenting. To that end, they present "a collection of practical maps, graphics, tools, and recipes" for planning presentations, making learning active, assessing the audience's needs, and developing a learning organization.

Goldsmith, Suzanne, *Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service Learning* (Washington, DC: American Alliance for Rights and Responsibilities, 1995).

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This guide provides a rationale for use of journals to encourage reflection, descriptions of various formats that can be used, and strategies for starting and maintaining the use of journals. Also provided is an outline for a workshop introducing the use of journals.

Sharp, Peggy A., *Sharing Your Good Ideas: A Workshop Facilitator's Handbook* (Portsmouth, NH: Heinemann, 1993).

This guide is designed to help teachers become trainers, providing suggestions for planning, presenting, and evaluating workshops. Many useful ideas and forms are presented, along with exercises for teacher/trainers to complete as they develop their workshop plans.

Stacey, Kathleen, et al., *Academic Service-Learning: K-12 Training Manual* (Ypsilanti, MI: Eastern Michigan University, 1997).

This resource presents training activities that define service learning, provide a rationale for its use, and take participants through 12 steps in adapting a curriculum to include service learning.

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Appendix A: Checklist for Logistical Planning

"Oh, no! I forgot the..."

Every person who's ever
conducted a workshop

In the body of this book, we have provided ideas for assessing participants' needs, planning and implementing an agenda that meets those needs, and evaluating how well the program met its objectives. But planning a staff development program also involves numerous logistical details. Where and when should the program be held? How should the room be arranged? What audiovisual equipment will be needed? What resources will be provided? In this appendix, we briefly address some of the details that must be attended to if a staff development program is to be successful.

In the sections below, we discuss some of the issues you will need to consider. We recommend that you begin your planning by constructing a timeline for completing various tasks, always leaving one more week for completion than initially estimated. As planning proceeds, you can add new items and check off those that have been completed. You can also note on the timeline who is responsible for each task, so that nothing "falls between the cracks."

If you are on a budget, estimate costs on a preliminary budget, with categories for publicity, rental of space and audiovisual equipment, printing, food, and honoraria for guest presenters. As you make plans, keep track of associated costs so that you stay within your budget. Keep a record of all correspondence and memos you send out.

Setting a Time for the Program

Staff development programs can be scheduled in a variety of ways, each with its own advantages and disadvantages. Generally, we find the after-school hours to be among the least effective times for workshops. After working all or part of the day, teachers are tired and often distracted by competing demands on their time (coaching, family issues, other meetings, etc.). Just getting to an after-school workshop on time can be a challenge. Consequently, we recommend using another format if at all possible—all-day or multiple-day workshops with release time provided, weekend workshops, and summer mini-institutes all provide more time with fewer distractions.

School calendar issues can also influence how receptive teachers are to new ideas and programs. Times that are particularly hectic (the first or last months of the school year, right before winter break, or at the end of a grading period, for example) may not

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be the best choice for staff development programs. Many teachers like staff development programs shortly after school lets out for the summer; such timing is less likely to interfere with personal vacation plans and also allows time to plan how what is learned in the staff development program will be used in the classroom.

Selecting a Location

Teachers often enjoy getting away from the school building for staff development activities. If low-cost space is available in a public facility, such as a library or city hall, using such space can create a positive atmosphere for the program. Often, however, the price of meeting space in a school is better aligned with the budget available (in other words, it's free!). No matter what the options, the presenter needs to check a number of factors related to space:

- Will people be able to get to the location relatively easily?
- Is there adequate parking?
- Is heat/air conditioning/ventilation adequate? Can the temperature be controlled from within the room?
- Is the meeting space well lighted? Can it be darkened if projection equipment is used?
- Is the meeting space large enough for the number of participants you anticipate having?
- Will people be able to see and hear from all parts of the room?
- Does the furniture meet your needs? Movable chairs or desks are an absolute minimum requirement. Tables that can be arranged in various ways depending on the work being done in individual sessions are preferable.
- Are breakout rooms available?
- Is drinking water available?
- Are there adequate electrical outlets for equipment you may be using?
- Are restrooms conveniently located?

Obtaining Audiovisual Equipment and Other Materials

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Recruiting Teachers

For many staff development programs related to service learning, recruitment may be a moot point; that is, the teachers will be recruited by the school or district sponsoring the program. However, if you will be recruiting teachers for the program, you will need a brochure or flyer advertising the program. When you have a draft brochure, consider the following questions:

- Is the brochure attractive? Will it draw people into reading the program description?
- Does the brochure accurately describe the program? Does it explain why someone would want to participate?
- Does the brochure tell participants where and when the workshop will be held and outline costs and prerequisites?
- Does the brochure explain registration procedures and provide information on how to contact the presenter to register or get more information?
- Who will get the brochure?
- How will you get the brochure to the target audience (district mail, regular mail, etc.)?

Making Arrangements for Other Presenters

As you plan your agenda, you will identify other presenters and panelists whom you wish to involve in the program. Potential presenters need to be contacted early, with follow-up contacts to confirm participation, provide details on location, parking, and other logistics, and find out what special requirements each presenter has. While guest speakers are best contacted by phone or in person, be sure to confirm in writing what you agree to, from subject matter of the presentation to the honorarium. Questions to ask presenters include the following:

- What audiovisual equipment do you need?
- Do you need help copying or otherwise preparing materials for participants?
- What room arrangement would work best for your session?

When the agenda is complete, you should review the agenda to determine what audiovisual equipment and other materials (such as posting paper, markers, and tape) will be needed for each session. Based on this list, you will need to determine where you will obtain the equipment and materials needed. We recommend that, if feasible, you bring your own audiovisual equipment, since you can then be more confident that the equipment works. Often, however, bringing your own equipment is not possible. If you borrow or rent equipment from a supplier, you should test all the equipment as far in advance of its use as possible.

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As you locate equipment and plan and prepare visual aids, ask yourself the following questions:

- Do I have all of the equipment I need? Does it work? What can I do to minimize the potential for problems (e.g., bring extra bulbs for the overhead, have overheads that can be used in place of a PowerPoint presentation if the computer is not working)?
- Are the visual aids I've prepared appropriate and relevant to the material?
- Are the visual aids attractive and accurate? Are they readable?
- Are the visual aids I am planning to use varied and interesting?
- Will I be able to manage the equipment and visual aids easily?

Creating Materials for Participants

Teachers like to have materials to take away from a workshop—although they do not want to be overburdened with unusable materials. Consider what written materials will help participants in implementing service-enhanced units in their classrooms. Consider the following questions as you decide what materials to provide:

- What sources might provide free materials that would be useful to participants?
- What key readings about service learning do I want all teachers to read?
- Would a bibliography be useful? Is one available or do I need to create it?
- What materials that I have used in my own teaching would be useful to teachers?
- What websites have I discovered that could be useful to teachers?
- Are there overheads or other visual aids of which teachers will want copies?
- Should I prepare a notebook or packet of materials for teachers (appropriate for a multiple-day program) or distribute materials as separate handouts (shorter programs)?
- How will I get materials copied? How will I assemble notebooks or packets?
- Should I have a display of useful materials? If so, what should I include? (Don't neglect the potential of student work.)

Providing Creature Comforts

In our years of working with teachers, one of the things that we have learned is that teachers (like most humans) like to be fed! Good snacks and beverages can make up for some other shortcomings. Thus, if your budget allows, provide some goodies for the participants in your workshop—whether it's for a light breakfast, an afternoon snack, or a post-workshop "conversation hour."

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Appendix A:
Checklist for Logistical Planning

"Oh, no! I forgot the..."

Every person who's ever
conducted a workshop

In the body of this book, we have provided ideas for assessing participants' needs, planning and implementing an agenda that meets those needs, and evaluating how well the program met its objectives. But planning a staff development program also involves numerous logistical details. Where and when should the program be held? How should the room be arranged? What audiovisual equipment will be needed? What resources will be provided? In this appendix, we briefly address some of the details that must be attended to if a staff development program is to be successful.

In the sections below, we discuss some of the issues you will need to consider. We recommend that you begin your planning by constructing a timeline for completing various tasks, always leaving one more week for completion than initially estimated. As planning proceeds, you can add new items and check off those that have been completed. You can also note on the timeline who is responsible for each task, so that nothing "falls between the cracks."

If you are on a budget, estimate costs on a preliminary budget, with categories for publicity, rental of space and audiovisual equipment, printing, food, and honoraria for guest presenters. As you make plans, keep track of associated costs so that you stay within your budget. Keep a record of all correspondence and memos you send out.

Setting a Time for the Program

Staff development programs can be scheduled in a variety of ways, each with its own advantages and disadvantages. Generally, we find the after-school hours to be among the least effective times for workshops. After working all or part of the day, teachers are tired and often distracted by competing demands on their time (coaching, family issues, other meetings, etc.). Just getting to an after-school workshop on time can be a challenge. Consequently, we recommend using another format if at all possible—all-day or multiple-day workshops with release time provided, weekend workshops, and summer mini-institutes all provide more time with fewer distractions.

School calendar issues can also influence how receptive teachers are to new ideas and programs. Times that are particularly hectic (the first or last months of the school year, right before winter break, or at the end of a grading period, for example) may not

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be the best choice for staff development programs. Many teachers like staff development programs shortly after school lets out for the summer; such timing is less likely to interfere with personal vacation plans and also allows time to plan how what is learned in the staff development program will be used in the classroom.

Selecting a Location

Teachers often enjoy getting away from the school building for staff development activities. If low-cost space is available in a public facility, such as a library or city hall, using such space can create a positive atmosphere for the program. Often, however, the price of meeting space in a school is better aligned with the budget available (in other words, it's free!). No matter what the options, the presenter needs to check a number of factors related to space:

- Will people be able to get to the location relatively easily?
- Is there adequate parking?
- Is heat/air conditioning/ventilation adequate? Can the temperature be controlled from within the room?
- Is the meeting space well lighted? Can it be darkened if projection equipment is used?
- Is the meeting space large enough for the number of participants you anticipate having?
- Will people be able to see and hear from all parts of the room?
- Does the furniture meet your needs? Movable chairs or desks are an absolute minimum requirement. Tables that can be arranged in various ways depending on the work being done in individual sessions are preferable.
- Are breakout rooms available?
- Is drinking water available?
- Are there adequate electrical outlets for equipment you may be using?
- Are restrooms conveniently located?

Recruiting Teachers

For many staff development programs related to service learning, recruitment may be a moot point; that is, the teachers will be recruited by the school or district sponsoring the program. However, if you will be recruiting teachers for the program, you will need a brochure or flyer advertising the program. When you have a draft brochure, consider the following questions:

- Is the brochure attractive? Will it draw people into reading the program description?

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- Does the brochure accurately describe the program? Does it explain why someone would want to participate?
- Does the brochure tell participants where and when the workshop will be held and outline costs and prerequisites?
- Does the brochure explain registration procedures and provide information on how to contact the presenter to register or get more information?
- Who will get the brochure?
- How will you get the brochure to the target audience (district mail, regular mail, etc.)?

Making Arrangements for Other Presenters

As you plan your agenda, you will identify other presenters and panelists whom you wish to involve in the program. Potential presenters need to be contacted early, with follow-up contacts to confirm participation, provide details on location, parking, and other logistics, and find out what special requirements each presenter has. While guest speakers are best contacted by phone or in person, be sure to confirm in writing what you agree to, from subject matter of the presentation to the honorarium. Questions to ask presenters include the following:

- What audiovisual equipment do you need?
- Do you need help copying or otherwise preparing materials for participants?
- What room arrangement would work best for your session?

When the agenda is complete, you should review the agenda to determine what audiovisual equipment and other materials (such as posting paper, markers, and tape) will be needed for each session. Based on this list, you will need to determine where you will obtain the equipment and materials needed. We recommend that, if feasible, you bring your own audiovisual equipment, since you can then be more confident that the equipment works. Often, however, bringing your own equipment is not possible. If you borrow or rent equipment from a supplier, you should test all the equipment as far in advance of its use as possible.

Obtaining Audiovisual Equipment and Other Materials

As you locate equipment and plan and prepare visual aids, ask yourself the following questions:

- Do I have all of the equipment I need? Does it work? What can I do to minimize the potential for problems (e.g., bring extra bulbs for the overhead,

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have overheads that can be used in place of a PowerPoint presentation if the computer is not working)?

- Are the visual aids I've prepared appropriate and relevant to the material?
- Are the visual aids attractive and accurate? Are they readable?
- Are the visual aids I am planning to use varied and interesting?
- Will I be able to manage the equipment and visual aids easily?

Creating Materials for Participants

Teachers like to have materials to take away from a workshop—although they do not want to be overburdened with unusable materials. Consider what written materials will help participants in implementing service-enhanced units in their classrooms. Consider the following questions as you decide what materials to provide:

- What sources might provide free materials that would be useful to participants?
- What key readings about service learning do I want all teachers to read?
- Would a bibliography be useful? Is one available or do I need to create it?
- What materials that I have used in my own teaching would be useful to teachers?
- What websites have I discovered that could be useful to teachers?
- Are there overheads or other visual aids of which teachers will want copies?
- Should I prepare a notebook or packet of materials for teachers (appropriate for a multiple-day program) or distribute materials as separate handouts (shorter programs)?
- How will I get materials copied? How will I assemble notebooks or packets?
- Should I have a display of useful materials? If so, what should I include? (Don't neglect the potential of student work.)

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